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ABSTRACT

This report details findings of a study to determine a priority listing of competencies based on the perceived needs of vocational instructors. The nine-page narrative addresses the development of the instrument which surveyed vocational teachers' perception of importance to job, level of competence, and need for inservice training regarding 107 competency statements. Findings are discussed by the six program areas surveyed: trade and industrial education, industrial arts, office education, home economics, distributive education, and agriculture education. A general conclusion is that while instructors within each program area had perceived needs unique to their program area, competencies consistently ranked high included (1) those relating to instructional evaluation and accomodating special needs or nontraditional students, (2) keeping up-to-date professionally, and (3) maintaining technical competency in area of instruction. Twelve tables, amounting to approximately 100 pages, show frequency distribution, means, and standard deviations as well as priority ranking for each program area. The Vocational Teachers Needs Assessment is appended. (YLB)

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PROJECT TITLE: Vocational Curriculum and In-Service Needs Assessment
Report 1 of 2

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Report of State-Wide
Needs Assessment of Idaho's
Vocational Education Teachers

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INTRODUCTION

Needs assessment is generally believed to be a necessary first step in a program planning process. Prior to the 1960's, many programs were planned to meet objectives identified by administrators and teacher educators based on what was considered to be sound educational theory and experience. However, in recent years the trend has been to establish program goals and objectives based on a determination of learner needs. (Kaufman, et. al. 1969)

There are many problems inherent in any needs assessment process. One is the distinction between need and want. While some wants may accurately reflect need, wants do not necessarily represent need. Another problem is the definition of need. Two definitions were popular in the early 1970's. In the first definition, sometimes referred to as democratic, need was thought to be a change desired by a majority of a specific population (Davis, et. al. 1980). The problem with this definition is that it is inappropriate to allow some group to ultimately determine needs without applying some consensually validated criteria (Davis, et. al. 1980).

The second definition is usually referred to as discrepancy and has been employed in most needs assessments since the mid 1970's. In this approach, need is the difference or discrepancy between a group's present level of functioning and what is considered to be the ideal or acceptable level of functioning (Kaufman, 1972).

The popularity of the discrepancy model is primarily due to its conceptual simplicity. The problem is that the term need when equated with a discrepancy "often connotes negativism or that something is missing" (Davis, et. al. 1980). In addition, needs may exist where there is no gap. Another problem associated with the discrepancy definition is the accurate description of acceptable levels of performance. According to Kuh (Davis, et. al. 1980), "another important consideration not accounted for by the discrepancy approach is level of necessity, particularily as it is contrasted with luxury, of levels of performance that exceed minimal requirements for satisfactory performance."

The definition of need that was used for this study considered need to be a combination of discrepancy of some dimension and level of necessity. The dimension that discrepancy was based on was instructor perception of his or her need for in-service. The level of necessity component was considered to be the priority ranking of means to identify the competencies perceived to be of greatest importance. The rationale for this simplified adaptation of the definition is that planned in-service based on perceived importantce of needs fosters the initial involvement of instructors, at which time, through needs clarification, real needs can be attacked.

METHODOLOGY

A research team was formed of instructors and administrators representing all program areas in vocational education. This team included the following persons: Alice Anderson, Orval Bradley, George Clawson, Neil Cross, Lloyd DeWitt, Wesley Dobbs, Michael Glenn, John Martin, Carolyne Morgan, Karine Siplon and DeOnne Smith.

The first step in developing the list of competency statements for the survey instrument was selecting from the number of competencies found in the literature a comprehensive list of validated generic competencies. Members of the research team were assigned the task of pulling together the list of competencies for a specific program area. Each subteam conducted a literature search and drew from their own experience the competencies necessary for effective instruction. After compiling the initial lists, input from the entire team finalized each instrument.

Mailing lists of vocational educators in the various program areas were obtained from the State Division of Vocational Education. Each individual on the rosters was mailed a packet containing, (1) cover letter explaining the project and request for cooperation (Appendix A), (2) an appropriate instrument (Appendix B), and (3) a stamped, addressed envelope to be used in returning the completed survey instrument. No follow-up was completed.

The data collected were punched on IBM cards and processed through the computer at the University of Idaho. Statistical programs from the Statistical Package for the Social Services (Nie, et. al. 1975) were used for all analysis. Subprogram Frequencies were used to produce means, frequency distributions and standard deviations for responses. Subprogram T-Test was used to produce Pearson Product Moment correlation coefficients and T-values.

FINDINGS

Content validity of the instrument was established during the process of developing the competency statements. Pearson Product Moment correlations were computed for a random sample of survey forms among the three categories of responses. The research team rationalized that responses in the Extent of Competence category and the Need of Training category should be negatively correlated. For the random sample of competencies, the actual Pearson R was .037. Cronbach's alpha, which is equivalent to Kuder-Richardson 20 reliability coefficient for non-dichotomous responses was selected as the most sophisticated method of determining the internal consistency of the instrument. Alpha coefficients between .88 and .95 were computed for each response category for the various instruments, indicating that all scales were reliable.

The primary objective of this study was to determine a priority listing of competencies based on the preceived need of vocational instructors. Survey instruments were sent to all vocational counselors, secondary and post-secondary administrators and special needs instructors as well as instructors in all other program areas. Return rates from the former three groups were insufficient for reporting. Findings of the latter group are based on an average return rate of 52%. The data in Tables 1 through 6 illustrate the frequency distribution of responses to the need for In-Service training category by program area. The remainder of this section will report summaries of the findings by program areas rather than a competency by competency report. Tables 7 through 12 illustrate the ranking of competency statements in the Need for In-Service Training category for each program area.

Table 1 represents the frequency distribution of reponses by Trade and Industrial Education instructors to the scale Need for In-Service Training. Competencies are categorized according to the headings I thru XI. The highest ranking competencies according to the computed mean of the responses were number 86-Keep Up-To-Date Professionally, and number 95-Maintain Technical Competency in Area of Instruction, and number 53-Evaluate Instructional Effectivness. Next in ranking were competency number 6-Develop Program Goals and Objectives, number 11-Evaluate Your Vocational Program, number 50-Assess Student Performance: Attitudes, number 60-Assist Students in Developing Self-Discipline, and number 106-Accommodate Instructional Program for Students with Special Needs.

By categories, the greatest needs were in category II-Instructional Planning, IV-Instructional Evaluation, V-Instructional Management, and

XI-Special Needs. While the means of the individual competencies in Category III-Instructional Execution, were below the moderate need level, the distribution of responses does show that a majority of the respondents perceived moderate to exceptional need for in-service training.

Table 2 displays the frequency of responses by Industrial Arts instructors to individual categorized competencies. The highest means were computed for competencies number 86-Keep Up-To-Date Professionally, number 60-Assist Students in Developing Self-Discipline, number 59-Provide for the First Aid Needs of Students, and number 11-Evaluate Your Vocational Program. The category which had the most competencies with means of 3.0 or higher was category VI-Counseling Needs of Students. The category of competencies with lowest means was X-Coordination of Cooperative Education.

The frequency of responses by office education instructors is found in Table 3. The highest ranking competencies in terms of needs for in-service training were number 11-Evaluate Your Instructional Program, number 18-Develop Lesson Plan for Non-Traditional Student, number 32-Provide Instruction for Slower and More Capable Student, number 86-Keep Up-To-Date Professionally, number 106-Accommodate Instructional Program for Students with Special Needs. The category of competencies that exhibited the greatest perceived need for in-service training was IV-Instructional Evaluation.

Table 4 exhibits the frequency of responses to perceived need for in-service training by Home Economics instructors. Category IV-Instructional Evaluation, is the category of competencies with the greatest perceived need. The highest means were computed for competency number 86-Keep Up-To-Date Professionally, number 60-Assist Students in Developing Self-Discipline, number 18-Develop Lesson Plan for Non-Traditional Student, number 32-Provide Instruction for Slower and More Capable Student, and number 106-Accommodate Instructional Program for Students with Special Needs.

Distributive Education instructors perceived need for in-service training is displayed by frequency of responses in Table 5. Category IV-InstructionalEvaluation, had the greatest perceived need for training. Competencies that had the highest computed means indicating greater need for training were competency number 12-Determine Need and Interest of Students, number 32-Provide Instruction for Slower and More Capable Learners, number 36-Individualize Instruction, number 41-Present Information with Overhead and Opaque Materials, number 60-Assist Students in Developing Self-Discipline, number 63-Maintain an Instructional Resource File, number 86-Keep Up-To-Date Professionally, number 93-Maintain Technical Competence in Area of Instruction and number 106-Accommodate Instructional Program for Students with Special Needs. Category VIII-Student Vocational Organization, also had several individual competencies that had high means.

Table 6 represents the frequency distribution of responses to perceived need for in-service training by Agriculture Education instructors. The greatest need was indicated for competencies number 17-Prepare Teacher Made Instuctional Material, number 18-Develop Lesson Plan for Non-Traditional Student, number 45-Present Information with Televised and Videotaped Materials, number 79-Obtain Feedback About Your Vocational Program, number 86-Keep Up-To-Date Professionally, number 93-Maintain Technical Competence in Area of Instruction, number 97-Secure Training Stations for Coop Program, and number 106-Accommodate Instructional Program for Students with Special Needs.

CONCLUSIONS AND RECOMMENDATIONS

While instructors within each program area had perceived needs unique to their program area there was a great amount of consistency in perceived need. Notably the category that included competencies dealing with Instructional Evaluation, and competency number 11-Evaluate Your Instructional Program were ranked high in perceived need by all program areas. Likewise, competencies related to accommodating special needs students or non-traditional students were rated high. The competencies Keep Up-To-Date Professionally and Maintain Technical Competency in Area of Instruction were consistently rated high in perceived need by instructors in the six program areas. Competencies related to developing curriculum content, while rated somewhat less in perceived need than those identified above, nevertheless, were rated high in need for in-service training.

Generally, all competencies on the instrument were rated in a sufficient percentage of respondents as moderate or greater in perceived need to justify attention to these needs.

Based on the findings and conclusions the following recommendations are made:

1. Vocational teacher educators should work cooperatively to identify and coordinate in-service course content so that in future studies of teachers' needs, generic competencies would be identified with specific courses. New courses should be developed to include any competency or competencies not included in present courses. Workshops (local and summer conference), independent studies, and seminars should be designed for those competencies that do not fit the format of regular courses.

2. All courses required for re-certification of vocational teachers should relate course content to serving all students which includes special needs and gifted students.
3. The State Division of Vocational Education should initiate study for a systematic, cooperative process that would allow teachers from all program areas to return to business and industry for skill up-dating.
4. Admission of a need for in-service training by teachers is a giant step, but taking advantage of activities designed to overcome that need is something else. Viable incentives for participation should be identified and utilized. Perhaps teacher educators should investigate marketing strategies from the business world. Another suggestion is for local schools to develop, collaboratively with teacher educators, comprehensive staff development programs involving all faculty.
5. Studies to identify need of local and state administrators of vocational education, guidance counselors and special needs teachers should be conducted using a methodology that would insure participation in the study. The companion report "Conducting a Local Needs Assessment" contains step by step procedures for a needs assessment technique that would insure participation.

TABLE 1 - Frequency Distribution, Means and Standard Deviations for Trade and Industrial Education Instructors to Need for In-Service Training.

n = 63 Responses are %	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION							
1. Prepare for Community Survey	2.4	.98	24.2	21.2	43.5	11.3	0
2. Conduct a Community Survey	2.5	.99	22.6	19.4	48.4	8.1	1.6
3. Report the Findings of a Community Survey	2.5	.99	21.0	25.8	41.9	9.7	1.6
4. Organize an Occupational Advisory Committee	2.8	1.04	11.3	22.6	48.4	9.7	8.1
5. Maintain an Occupational Advisory Committee	2.8	1.04	12.9	17.7	48.4	14.5	6.5
6. Develop Program Goals and Objectives	3.1	1.00	6.6	23.0	34.4	31.1	4.9
7. Conduct an Occupational Analysis using Competency-Based Process	2.9	.97	6.3	27.0	39.7	22.2	4.8
8. Develop a Course of Study	2.9	1.01	12.9	16.1	41.9	27.4	1.6
9. Develop Long-Range Program Plans	3.0	1.07	8.1	22.6	35.5	25.8	8.1
10. Conduct a Student Follow-Up Study	2.7	1.10	17.5	19.0	41.3	17.5	4.8
11. Evaluate Your Vocational Program	3.1	1.03	7.9	14.3	47.6	20.6	9.5
II. INSTRUCTIONAL PLANNING							
12. Determine Needs and Interests of Students	2.9	.97	8.1	21.0	45.2	21.0	4.8

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
13. Develop Student Performance Objectives	2.9	.99	11.1	15.9	44.4	25.4	3.2
14. Develop a Unit of Instruction	2.8	.94	9.5	20.6	49.2	17.5	3.2
15. Develop a Lesson Plan	2.7	.99	11.3	27.4	40.3	17.7	3.2
16. Select Student Instructional Materials	2.9	.99	9.7	19.4	41.9	25.8	3.2
17. Prepare Teacher-Made Instructional Materials	3.0	1.01	8.1	19.4	43.5	22.6	6.5
18. Develop Lesson Plan for Non-Traditional Student	2.8	.95	11.1	19.0	46.0	22.2	1.6
III. INSTRUCTIONAL EXECUTION							
19. Direct Field Trips	2.4	.95	19.4	33.9	37.1	8.1	1.6
20. Conduct Group Discussions, Panel Discussions and Symposiums	2.7	.92	9.7	27.4	43.5	17.7	1.6
21. Employ Brainstorming, Buzz Group and Question Box Techniques	2.6	.91	6.6	44.3	29.5	18.0	1.6
22. Direct Students in Instructing Other Students	2.77	.92	8.2	29.5	41.0	19.7	1.6
23. Employ Simulation Techniques	2.8	.99	11.5	23.0	44.3	18.0	3.3
24. Guide Student Study	2.8	.90	8.2	24.6	45.9	19.7	1.6
25. Direct Student Laboratory Experience	2.7	1.00	8.5	37.3	30.5	20.3	3.4

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
26. Direct Students in Applying Problem-Solving Techniques	2.8	1.02	9.8	31.1	32.8	23.0	3.3
27. Employ the Project Method	2.8	1.02	8.3	33.3	38.3	13.3	6.7
28. Introduce a Lesson	2.7	.95	13.1	21.3	44.3	21.3	0
29. Summarize a Lesson	2.7	.91	9.8	27.9	41.0	21.3	0
30. Employ Oral Question Techniques	2.8	1.04	11.5	27.9	29.5	29.5	1.6
31. Employ Reinforcement Techniques	2.8	.91	6.8	28.8	40.7	22.0	1.7
32. Provide Instruction for Slower and More Capable Learners	3.0	1.04	8.1	24.2	37.1	24.2	6.5
33. Present an Illustrated Talk	2.8	1.03	9.7	27.4	40.3	16.1	6.5
34. Demonstrate a Manipulative Skill	2.6	1.03	11.7	38.3	28.3	18.3	3.3
35. Demonstrate a Concept or Principle	2.7	.96	11.5	29.5	42.6	13.1	3.3
36. Individualize Instruction	2.6	1.07	14.5	32.3	32.3	16.1	4.8
37. Employ the Team Teaching Approach	2.8	1.05	9.8	27.9	37.7	18.0	6.6
38. Use Subject Matter Experts to Present Information	2.7	1.01	14.8	18.0	47.5	16.4	3.3
39. Prepare Bulletin Boards and Exhibits	2.5	1.01	16.4	37.7	31.1	11.5	3.3
40. Present Information with Models, Real Objects and Flannel Boards	2.4	1.04	18.0	37.7	31.1	8.2	4.9

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
41. Present Information with Overhead and Opaque Materials	2.7	.97	9.7	32.3	41.9	11.3	4.8
42. Present Information with Filmstrips and Slides	2.6	1.06	16.1	30.6	35.5	12.9	4.8
43. Present Information with Films	2.53	1.12	21.3	27.9	32.8	13.1	4.9
44. Present Information with Audio Recordings	2.4	1.02	21.7	28.3	36.7	11.7	1.7
45. Present Information with Televised and Videotaped Materials	2.8	1.13	14.8	23.0	24.4	21.3	6.6
46. Employ Programmed Instruction	2.7	.99	13.1	23.0	45.9	14.8	3.3
47. Present Information with the Chalkboard and Flip Chart	2.6	.92	11.3	35.5	38.7	12.9	1.6
IV. INSTRUCTIONAL EVALUATION							
48. Establish Student Performance Criteria	2.9	1.02	9.8	23.0	26.1	27.9	3.3
49. Assess Student Performance: Knowledge	3.0	.98	6.6	23.0	26.1	21.1	3.3
50. Assess Student Performance: Attitudes	3.1	1.02	4.9	21.3	41.0	23.0	9.8
51. Assess Student Performance: Skills	3.0	.98	6.6	24.6	39.3	24.6	4.9
52. Determine Student Grades	2.8	1.11	14.3	22.2	38.1	19.0	6.3

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
53. Evaluate Your Instructional Effectiveness	3.3	1.06	4.8	19.4	30.6	33.9	11.3
V. INSTRUCTIONAL MANAGEMENT							
54. Project Instructional Resource Needs	2.97	.95	6.6	21.3	45.9	21.3	4.9
55. Manage Your Budgeting and Reporting Responsibilities	2.8	1.02	11.3	22.6	43.5	17.7	4.8
56. Arrange for Improvement of Your Vocational Facilities	2.9	1.09	12.9	21.0	38.7	21.0	6.5
57. Maintain a Record-Keeping System	2.9	1.07	11.7	20.0	41.7	20.0	6.7
58. Provide for Student Safety	2.6	1.04	18.0	26.2	39.3	13.1	3.3
59. Provide for the First Aid Needs of Students	2.8	1.22	16.4	26.2	32.8	13.1	11.5
60. Assist Students in Developing Self-Discipline	3.1	1.03	6.5	19.4	43.5	21.0	9.7
61. Organize the Vocational Laboratory	2.9	1.00	11.7	18.3	4.50	21.7	3.3
62. Manage the Vocational Laboratory	2.7	1.01	14.5	22.6	43.5	16.1	3.2
63. Maintain an Instructional Resource File	2.9	1.07	12.9	17.7	40.3	24.2	4.8

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
VI. COUNSELING NEEDS FOR INSTRUCTORS							
64. Gather Student Data Using Formal Data-Collection Techniques	2.8	1.13	15.0	26.7	33.3	18.3	6.7
65. Gather Student Data Through Personal Contacts	2.6	.86	11.5	26.2	49.2	13.1	0
66. Use Conferences to Help Meet Student Needs	2.7	.85	8.2	27.9	45.9	18.0	0
67. Provide Information on Educational and Career Opportunities	2.7	.94	11.3	29.0	41.9	16.1	1.6
68. Assist Students in Applying for Employment or Further Education	2.6	.96	12.9	30.6	38.7	16.1	1.6
69. Confer with Parents to Meet Student Needs	2.7	.77	10.3	20.7	62.1	6.9	0
VII. SCHOOL COMMUNITY RELATIONS							
70. Develop a School-Community Relations Plan for Your Vocational Program	2.8	1.02	11.3	22.6	43.5	17.7	4.8
71. Give Presentations to Promote Your Vocational Program	2.8	.95	9.7	25.8	48.4	11.3	4.8
72. Develop Brochures to Promote Your Vocational Program	2.7	1.00	12.9	24.2	43.5	16.1	3.2
73. Prepare Displays to Promote Your Vocational Program	2.7	.95	11.5	26.2	42.6	18.0	1.6

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
74. Prepare News Releases and Articles Concerning Your Vocational Program	2.7	.90	9.7	25.8	46.8	16.1	1.6
75. Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.6	1.08	17.7	29.0	25.5	12.9	4.8
76. Conduct an Open House	2.5	.99	16.1	33.9	33.9	14.5	1.6
77. Work with Members of the Community	2.5	1.05	19.4	29.0	35.5	12.9	3.2
78. Work with National, State and Local Educators/Officials/Agencies	2.7	1.06	14.5	24.2	40.3	16.1	4.8
79. Obtain Feedback About Your Vocational Program	3.0	1.13	12.9	19.4	32.3	29.0	6.5
VIII. STUDENT VOCATIONAL ORGANIZATION							
80. Develop a Personal Philosophy Concerning Student Vocational Organizations	2.7	1.00	15.3	20.3	44.1	18.6	1.7
81. Establish a Student Vocational Organization	2.7	1.03	16.9	16.9	44.1	20.3	1.7
82. Prepare Student Vocational Organization Members for Leadership Roles	2.6	.98	16.9	22.0	42.4	18.6	0
83. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.6	1.01	18.6	16.9	47.5	15.3	1.7

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
84. Supervise Activities of the Student Vocational Organization	2.6	.98	18.6	18.6	45.8	16.9	0
85. Guide Participation to Student Vocational Organization Contests	2.7	1.00	15.0	21.7	43.3	18.3	1.7
IX. PROFESSIONAL ROLE AND DEVELOPMENT							
86. Keep Up-To-Date Professionally	3.3	1.30	13.3	13.3	38.3	35.0	20.0
87. Serve Your Teaching Profession	3.0	1.07	11.7	15.0	38.3	30.0	5.0
88. Develop an Active Personal Philosophy of Education	2.8	1.04	10.0	31.7	30.0	25.0	3.3
89. Serve the School and Community	2.6	1.00	13.6	27.1	45.8	8.5	5.1
90. Provide Laboratory Experiences for Prospective Teachers	2.6	1.07	18.3	20.0	48.3	6.7	6.7
91. Plan the Student Teaching Experience	2.6	1.06	16.7	26.7	43.3	6.7	6.7
92. Supervise Student Teachers	2.4	1.09	22.8	28.1	36.8	7.0	5.3
93. Maintain Technical Competence in Area of Instruction	3.3	1.16	10.2	10.2	37.3	27.1	15.3
X. COORDINATION OF COOPERATIVE EDUCATION							
94. Establish Guidelines for Cooperative Vocational Program	2.8	1.04	11.5	23.0	44.3	14.8	6.6

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
95. Manage the Attendance, Transfers and Terminations of Co-op Students	2.8	1.04	14.8	19.7	45.9	14.8	4.9
96. Enroll Students in a Co-op Program	2.8	1.05	11.7	23.3	46.7	10.0	8.3
97. Secure Training Stations for a Co-op Program	2.7	1.08	14.8	27.9	39.3	11.5	6.6
98. Place Co-op Students on the Job	2.8	1.07	11.5	27.9	27.7	16.4	6.6
99. Develop the Training Ability of On-The-Job Instructors	2.8	1.16	13.3	26.7	35.0	15.0	10.0
100. Coordinate On-The-Job Instruction	2.7	1.12	15.0	28.3	33.3	16.7	6.7
101. Evaluate Co-op Students On-The-Job Performance	2.8	1.18	16.7	25.0	28.3	23.3	6.7
102. Prepare for Students' Related Instruction	2.7	1.03	15.0	25.0	40.0	16.7	3.3
103. Supervise an Employer-Employee Appreciation Event	2.4	1.03	21.7	31.7	31.7	13.3	1.7
XI. SPECIAL NEEDS							
104. Identify Entrance Criteria for Program	3.1	1.05	8.2	13.1	44.3	24.6	9.8
105. Develop Technical Standards for Occupational Program	3.0	1.08	11.7	18.3	40.0	23.3	6.7

TABLE 1, cont. - Trade and Industrial Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
106. Accommodate Instructional Program for Students with Special Needs	3.1	1.02	8.2	14.8	41.0	29.5	6.6
107. Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.6	1.13	20.0	21.7	40.0	11.7	6.7

TABLE 2 - Frequency Distribution, Means and Standard Deviations for Industrial Arts Education Instructors to Need for In-Service Training.

n = 63 Responeses are %	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION							
1. Prepare for Community Survey	2.6	1.00	16.7	27.8	36.1	19.4	0
2. Conduct a Community Survey	2.5	1.12	25.7	48.6	82.9	97.1	100.0
3. Report the Findings of a Community Survey	2.4	1.00	20.0	31.4	40.0	5.7	2.9
4. Organize an Occupational Advisory Committee	2.8	1.06	11.4	28.6	37.1	17.1	5.7
5. Maintain an Occupational Advisory Committee	2.8	1.06	13.9	22.2	36.1	25.0	2.8
6. Develop Program Goals and Objectives	3.0	1.15	14.3	14.3	40.0	22.9	8.6
7. Conduct an Occupational Analysis using Competency-Based Process	2.8	.96	5.7	37.1	31.4	22.9	2.9
8. Develop a Course of Study	3.0	1.14	11.8	20.6	35.3	23.5	8.8
9. Develop Long-Range Program Plans	3.1	1.01	8.3	11.1	50.0	22.2	8.3
10. Conduct a Student Follow-Up Study	2.9	1.01	8.3	27.8	33.3	27.8	2.8
11. Evaluate Your Vocational Program	3.2	1.06	8.3	11.1	47.2	22.2	11.1
II. INSTRUCTIONAL PLANNING							
12. Determine Needs and Interests of Students	3.0	1.21	11.1	22.2	41.7	8.3	16.7

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
13. Develop Student Performance Objectives	2.9	1.10	13.9	16.7	47.2	13.9	8.3
14. Develop a Unit of Instruction	2.7	1.11	16.7	22.2	38.9	16.7	5.6
15. Develop a Lesson Plan	2.7	1.22	19.4	27.8	27.8	16.7	8.3
16. Select Student Instructional Materials	2.8	1.18	16.7	25.0	33.3	16.7	8.3
17. Prepare Teacher-Made Instructional Materials	2.9	1.17	11.1	27.8	33.3	16.7	11.1
18. Develop Lesson Plan for Non-Traditional Student	2.7	1.07	14.3	25.7	34.3	22.9	2.9
III. INSTRUCTIONAL EXECUTION							
19. Direct Field Trips	2.4	.87	16.7	38.9	36.1	8.3	0
20. Conduct Group Discussions, Panel Discussions and Symposiums	2.5	1.11	17.6	38.2	26.5	11.8	5.9
21. Employ Brainstorming, Buzz Group and Question Box Techniques	2.6	1.00	13.9	27.8	41.7	13.9	2.8
22. Direct Students in Instructing Other Students	2.8	1.20	13.9	33.3	27.8	13.9	11.1
23. Employ Simulation Techniques	2.6	1.18	19.4	22.2	44.4	2.8	11.1
24. Guide Student Study	2.7	1.07	13.9	30.6	36.1	13.9	5.6
25. Direct Student Laboratory Experience	3.0	1.20	11.1	25.0	27.8	25.0	11.1

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
26. Direct Students in Applying Problem-Solving Techniques	3.0	1.18	11.4	20.0	34.3	22.9	11.4
27. Employ the Project Method	2.8	1.05	11.4	25.7	40.0	17.1	5.7
28. Introduce a Lesson	2.7	1.15	16.7	30.6	27.8	19.4	5.6
29. Summarize a Lesson	2.6	1.16	16.7	38.9	19.4	19.4	5.6
30. Employ Oral Question Techniques	2.7	1.01	13.9	25.0	47.2	8.3	5.6
31. Employ Reinforcement Techniques	2.9	1.14	11.4	22.9	34.3	22.9	8.6
32. Provide Instruction for Slower and More Capable Learners	3.1	1.18	11.1	13.9	38.9	22.2	13.9
33. Present an Illustrated Talk	2.6	1.04	14.3	31.4	40.0	8.6	5.7
34. Demonstrate a Manipulative Skill	2.6	1.16	13.9	44.4	19.4	13.9	8.3
35. Demonstrate a Concept or Principle	2.7	1.13	11.4	34.3	37.1	5.7	11.4
36. Individualize Instruction	3.1	1.24	8.6	22.9	34.3	14.3	20.0
37. Employ the Team Teaching Approach	2.5	1.28	25.0	33.3	22.2	8.3	11.1
38. Use Subject Matter Experts to Present Information	2.8	1.08	8.3	33.3	33.3	16.7	8.3
39. Prepare Bulletin Boards and Exhibits	2.6	1.18	19.4	27.8	27.8	19.4	5.6
40. Present Information with Models, Real Objects and Flannel Boards	2.7	1.04	13.9	27.8	41.7	11.1	5.6

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
41. Present Information with Overhead and Opaque Materials	2.6	1.75	16.7	33.3	30.6	11.1	8.3
42. Present Information with Filmstrips and Slides	2.8	1.28	13.9	30.6	30.6	8.3	16.7
43. Present Information with Films	2.6	1.20	16.7	33.3	30.6	8.3	11.1
44. Present Information with Audio Recordings	2.4	1.07	19.4	41.7	30.6	0	8.3
45. Present Information with Televised and Videotaped Materials	3.0	1.21	11.4	25.7	25.7	25.7	11.4
46. Employ Programmed Instruction	2.9	1.17	14.3	20.0	34.3	22.9	8.6
47. Present Information with the Chalkboard and Flip Chart	2.4	1.05	22.2	25.0	44.4	2.8	5.6
IV. INSTRUCTIONAL EVALUATION							
48. Establish Student Performance Criteria	2.8	1.16	19.4	19.4	30.6	27.8	2.8
49. Assess Student Performance: Knowledge	2.8	1.22	16.7	27.8	25.0	22.2	8.3
50. Assess Student Performance: Attitudes	2.9	1.32	16.7	25.0	22.2	22.2	13.9
51. Assess Student Performance: Skills	2.8	1.22	16.7	25.0	33.3	13.9	11.1
52. Determine Student Grades	2.6	1.15	19.4	27.8	30.6	16.7	5.6

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
53. Evaluate Your Instructional Effectiveness	3.1	1.25	13.9	13.9	38.9	16.7	16.7
V. INSTRUCTIONAL MANAGEMENT							
54. Project Instructional Resource Needs	2.9	1.13	14.7	20.6	35.3	23.5	5.9
55. Manage Your Budgeting and Reporting Responsibilities	2.9	1.19	14.3	25.7	28.6	22.9	8.6
56. Arrange for Improvement of Your Vocational Facilities	3.1	1.24	11.1	19.4	33.3	19.4	16.7
57. Maintain a Record-Keeping System	2.9	1.25	14.3	22.9	34.3	14.3	14.3
58. Provide for Student Safety	3.2	1.35	11.1	22.2	27.8	13.9	25.0
59. Provide for the First Aid Needs of Students	3.3	1.29	11.1	11.1	36.1	16.7	25.0
60. Assist Students in Developing Self-Discipline	3.3	1.27	11.1	13.9	25.0	30.6	19.4
61. Organize the Vocational Laboratory	2.8	1.15	13.9	27.8	33.3	16.7	8.3
62. Manage the Vocational Laboratory	2.8	1.16	13.9	25.0	33.3	19.4	8.3
63. Maintain an Instructional Resource File	3.0	1.11	8.3	22.2	38.9	19.4	11.1

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
VI. COUNSELING NEEDS FOR INSTRUCTORS							
64. Gather Student Data Using Formal Data-Collection Techniques	2.7	1.07	14.3	28.6	31.4	22.9	2.9
65. Gather Student Data Through Personal Contacts	2.8	1.06	13.9	19.4	44.4	16.7	5.6
66. Use Conferences to Help Meet Student Needs	3.0	1.13	13.9	13.9	41.7	22.2	8.3
67. Provide Information on Educational and Career Opportunities	3.2	1.12	8.3	16.7	33.3	30.6	11.1
68. Assist Students in Applying for Employment or Further Education	3.0	1.21	11.1	25.0	25.0	27.8	11.1
69. Confer with Parents to Meet Student Needs	3.0	1.05	0	45.5	22.7	22.7	9.1
VII. SCHOOL COMMUNITY RELATIONS							
70. Develop a School-Community Relations Plan for Your Vocational Program	3.0	1.16	8.8	23.5	41.2	11.8	14.7
71. Give Presentations to Promote Your Vocational Program	2.8	1.07	8.8	32.4	38.2	11.8	8.8
72. Develop Brochures to Promote Your Vocational Program	2.5	1.13	17.6	35.3	32.4	5.9	8.8
73. Prepare Displays to Promote Your Vocational Program	2.5	1.11	17.6	32.4	38.2	2.9	8.8

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
74. Prepare News Releases and Articles Concerning Your Vocational Program	2.6	1.13	17.6	26.5	35.3	14.7	5.9
75. Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.6	1.13	20.6	20.6	44.2	11.8	5.9
76. Conduct an Open House	2.4	1.16	23.5	32.4	32.4	2.9	8.8
77. Work with Members of the Community	2.6	1.02	14.7	32.4	29.4	23.5	0
78. Work with National, State and Local Educators/Officials/Agencies	2.8	1.13	14.7	29.4	23.5	29.4	2.9
79. Obtain Feedback About Your Vocational Program	3.0	1.16	11.8	17.6	41.2	17.6	11.8
VIII. STUDENT VOCATIONAL ORGANIZATION							
80. Develop a Personal Philosophy Concerning Student Vocational Organizations	2.5	1.06	21.2	27.3	36.4	12.1	3.0
81. Establish a Student Vocational Organization	2.5	1.11	23.5	23.5	35.3	14.7	2.9
82. Prepare Student Vocational Organization Members for Leadership Roles	2.6	1.10	17.6	29.4	35.3	11.8	5.9
83. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.7	1.05	15.2	27.3	36.4	18.2	3.0

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
84. Supervise Activities of the Student Vocational Organization	2.6	1.00	15.2	27.3	39.4	18.2	0
85. Guide Participation to Student Vocational Organization Contests	2.7	1.27	23.5	23.5	20.6	26.5	5.9
IX. PROFESSIONAL ROLE AND DEVELOPMENT							
86. Keep Up-To-Date Professionally	3.3	1.18	8.6	14.3	34.3	25.7	17.1
87. Serve Your Teaching Profession	3.0	1.30	17.1	17.1	25.7	28.6	11.4
88. Develop an Active Personal Philosophy of Education	2.6	1.06	20.0	17.1	45.7	14.3	2.9
89. Serve the School and Community	2.6	1.12	17.1	34.3	28.6	14.3	5.7
90. Provide Laboratory Experiences for Prospective Teachers	2.8	1.21	20.0	17.6	32.4	23.5	5.9
91. Plan the Student Teaching Experience	3.0	1.22	14.3	20.0	31.4	22.0	11.4
92. Supervise Student Teachers	2.9	1.14	15.2	18.2	36.4	24.2	6.1
93. Maintain Technical Competence in Area of Instruction	3.0	1.19	14.3	14.3	40.0	20.0	11.4
X. COORDINATION OF COOPERATIVE EDUCATION							
94. Establish Guidelines for Cooperative Vocational Program	2.5	1.14	25.0	18.8	37.5	15.6	3.1

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
95. Manage the Attendance, Transfers and Terminations of Co-op Students	2.4	1.19	28.1	21.9	34.4	9.4	6.3
96. Enroll Students in a Co-op Program	2.4	1.21	29.0	22.6	32.3	9.7	6.5
97. Secure Training Stations for a Co-op Program	2.5	1.21	25.8	25.8	29.0	12.9	6.5
98. Place Co-op Students on the Job	2.5	1.20	26.7	23.3	33.3	10.0	6.7
99. Develop the Training Ability of On-The-Job Instructors	2.6	1.28	22.6	25.8	25.8	16.1	9.7
100. Coordinate On-The-Job Instruction	2.6	1.30	26.7	20.0	30.0	13.3	10.0
101. Evaluate Co-op Students On-The-Job Performance	2.5	1.25	23.3	30.0	26.7	10.0	10.0
102. Prepare for Students' Related Instruction	2.6	1.15	22.6	16.1	45.2	9.7	6.5
103. Supervise an Employer-Employee Appreciation Event	2.5	1.26	32.3	9.7	38.7	12.9	6.5
XI. SPECIAL NEEDS							
104. Identify Entrance Criteria for Program	2.7	1.07	18.8	15.6	53.1	6.3	6.3
105. Develop Technical Standards for Occupational Program	2.8	.96	10.0	20.0	56.7	6.7	6.7

TABLE 2, cont. - Industrial Arts Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
106. Accommodate Instructional Program for Students with Special Needs.	2.9	1.02	12.9	12.9	54.8	12.9	6.5
107. Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.5	1.12	22.6	22.6	35.5	16.1	3.2

TABLE 3 - *Frequency Distribution, Means and Standard Deviations for Office Occupations Education Instructors* to Need for In-Service Training.

n = 63 Responses are %	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION							
1. Prepare for Community Survey	2.6	1.08	18.2	25.5	36.4	16.4	3.6
2. Conduct a Community Survey	2.6	1.07	16.7	27.8	35.2	16.7	3.7
3. Report the Findings of a Community Survey	2.7	1.03	14.8	25.9	40.7	14.8	3.7
4. Organize an Occupational Advisory Committee	2.6	1.07	20.0	25.5	34.5	18.2	1.8
5. Maintain an Occupational Advisory Committee	2.6	1.08	18.2	29.1	32.7	16.4	3.6
6. Develop Program Goals and Objectives	2.8	1.12	16.1	21.4	35.7	21.4	5.4
7. Conduct an Occupational Analysis using Competency-Based Process	2.7	1.15	22.2	14.8	38.9	20.4	3.7
8. Develop a Course of Study	2.8	1.08	16.1	19.6	39.3	21.4	3.6
9. Develop Long-Range Program Plans	2.9	1.16	16.7	14.8	44.4	14.8	9.3
10. Conduct a Student Follow-Up Study	2.7	1.03	15.1	22.6	43.4	15.1	3.8
11. Evaluate Your Vocational Program	3.1	1.12	12.5	16.1	30.4	35.7	5.4
II. INSTRUCTIONAL PLANNING							
12. Determine Needs and Interests of Students	3.0	1.00	9.1	12.7	50.9	20.0	7.3

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
13. Develop Student Performance Objectives	2.7	1.02	14.3	21.4	48.2	10.7	5.4
14. Develop a Unit of Instruction	2.7	1.06	13.0	31.5	31.5	20.4	3.7
15. Develop a Lesson Plan	2.4	1.06	19.6	35.7	21.5	20.4	3.7
16. Select Student Instructional Materials	2.8	1.11	14.5	25.5	34.5	20.0	5.5
17. Prepare Teacher-Made Instructional Materials	3.0	1.11	12.7	20.0	27.3	36.4	3.6
18. Develop Lesson Plan for Non-Traditional Student	3.2	1.14	9.3	14.8	35.2	27.8	13.0
III. INSTRUCTIONAL EXECUTION							
19. Direct Field Trips	2.2	.93	27.3	34.5	30.9	7.3	0
20. Conduct Group Discussions, Panel Discussions and Symposiums	2.7	.90	9.1	30.9	43.6	14.5	1.8
21. Employ Brainstorming, Buzz Group and Question Box Techniques	2.7	.86	9.1	27.3	50.9	10.9	1.8
22. Direct Students in Instructing Other Students	2.5	.97	16.1	28.6	44.6	7.1	3.6
23. Employ Simulation Techniques	2.9	1.05	8.9	25.0	33.9	26.8	5.4
24. Guide Student Study	2.7	1.05	13.0	29.6	33.3	20.4	3.7
25. Direct Student Laboratory Experience	2.8	1.03	14.5	18.2	45.5	18.2	3.6

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
26. Direct Students in Applying Problem-Solving Techniques	3.0	1.08	12.5	16.1	39.3	26.8	5.4
27. Employ the Project Method	2.6	1.00	13.0	31.5	38.9	13.0	3.7
28. Introduce a Lesson	2.4	.99	17.9	41.1	26.8	12.5	1.8
29. Summarize a Lesson	2.4	.95	12.5	48.2	26.8	8.9	3.6
30. Employ Oral Question Techniques	2.7	1.00	14.5	25.5	40.0	18.2	1.8
31. Employ Reinforcement Techniques	2.8	1.04	14.3	21.4	41.1	19.6	3.6
32. Provide Instruction for Slower and More Capable Learners	3.4	1.05	5.4	14.3	30.4	37.5	12.5
33. Present an Illustrated Talk	2.7	.94	14.3	21.4	50.0	12.5	1.8
34. Demonstrate a Manipulative Skill	2.5	.93	16.7	33.3	37.0	13.0	0
35. Demonstrate a Concept or Principle	2.5	.98	18.2	29.1	36.4	16.4	0
36. Individualize Instruction	2.8	1.14	11.3	30.2	32.1	17.0	9.4
37. Employ the Team Teaching Approach	2.3	1.03	21.8	45.5	20.0	9.1	3.6
38. Use Subject Matter Experts to Present Information	2.6	1.01	16.4	27.3	41.8	10.9	3.6
39. Prepare Bulletin Boards and Exhibits	2.5	1.07	18.2	30.9	36.4	9.1	5.5
40. Present Information with Models, Real Objects and Flannel Boards	2.4	.93	17.9	32.1	41.1	7.1	1.8

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
41. Present Information with Overhead and Opaque Materials	2.5	1.05	14.5	40.0	25.5	16.4	3.6
42. Present Information with Filmstrips and Slides	2.4	.98	16.4	40.0	32.7	7.3	3.6
43. Present Information with Films	2.4	.97	16.4	43.6	29.1	7.3	3.6
44. Present Information with Audio Recordings	2.4	1.00	16.4	40.0	30.9	9.1	3.6
45. Present Information with Televised and Videotaped Materials	2.6	.97	13.0	38.9	27.8	20.4	0
46. Employ Programmed Instruction	2.7	1.00	11.3	32.1	41.5	9.4	5.7
47. Present Information with the Chalkboard and Flip Chart	2.4	1.00	20.4	33.3	33.3	11.1	1.9
IV. INSTRUCTIONAL EVALUATION							
48. Establish Student Performance Criteria	3.1	1.09	8.9	21.4	32.1	30.4	7.1
49. Assess Student Performance: Knowledge	2.9	1.00	7.1	26.8	33.9	28.6	3.6
50. Assess Student Performance: Attitudes	3.2	1.02	5.4	21.4	32.1	33.9	7.1
51. Assess Student Performance: Skills	2.9	1.00	8.9	26.8	32.1	30.4	1.8
52. Determine Student Grades	2.7	1.13	14.5	30.9	30.9	16.4	7.3

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
53. Evaluate Your Instructional Effectiveness	3.1	1.15	14.5	30.9	30.9	16.4	7.3
V. INSTRUCTIONAL MANAGEMENT							
54. Project Instructional Resource Needs	2.7	.94	9.3	27.8	46.3	13.0	3.7
55. Manage Your Budgeting and Reporting Responsibilities	2.6	.99	13.2	32.1	39.6	11.3	3.8
56. Arrange for Improvement of Your Vocational Facilities	2.9	1.16	11.1	24.1	38.9	13.0	13.0
57. Maintain a Record-Keeping System	2.5	1.03	18.9	28.3	39.6	9.4	3.8
58. Provide for Student Safety	2.4	1.00	18.5	33.3	37.0	7.4	3.7
59. Provide for the First Aid Needs of Students	2.5	1.09	23.1	25.0	40.4	5.8	5.8
60. Assist Students in Developing Self-Discipline	2.9	1.08	10.9	21.8	34.5	27.3	5.5
61. Organize the Vocational Laboratory	2.7	1.07	14.8	24.1	40.7	14.8	5.6
62. Manage the Vocational Laboratory	2.7	1.05	14.8	25.9	42.6	11.1	5.6
63. Maintain an Instructional Resource File	2.8	1.00	11.1	27.8	35.2	24.1	1.9

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
VI. COUNSELING NEEDS FOR INSTRUCTORS							
64. Gather Student Data Using Formal Data-Collection Techniques	2.7	.92	11.1	27.8	40.7	20.4	0
65. Gather Student Data Through Personal Contacts	2.6	.93	11.1	38.9	35.2	13.0	1.9
66. Use Conferences to Help Meet Student Needs	2.5	.94	10.9	43.6	32.7	9.1	3.6
67. Provide Information on Educational and Career Opportunities	2.8	1.09	11.3	32.1	30.2	20.8	5.7
68. Assist Students in Applying for Employment or Further Education	2.6	.99	10.9	36.4	34.5	14.5	3.6
69. Confer with Parents to Meet Student Needs	2.7	.85	8.0	32.0	44.0	16.0	0
VII. SCHOOL COMMUNITY RELATIONS							
70. Develop a School-Community Relations Plan for Your Vocational Program	2.8	.84	7.5	20.8	50.9	20.8	0
71. Give Presentations to Promote Your Vocational Program	2.9	1.07	13.0	20.4	40.7	20.4	5.6
72. Develop Brochures to Promote Your Vocational Program	2.7	.97	13.0	27.8	40.7	16.7	1.9
73. Prepare Displays to Promote Your Vocational Program	2.8	1.06	14.8	22.2	35.2	25.9	1.9

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
74. Prepare News Releases and Articles Concerning Your Vocational Program	2.8	1.04	14.8	14.8	46.3	20.4	3.7
75. Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.6	1.09	20.4	20.4	37.0	20.4	1.9
76. Conduct an Open House	2.6	.96	16.7	24.1	46.3	11.1	1.9
77. Work with Members of the Community	2.8	1.03	14.5	20.0	40.0	23.6	1.8
78. Work with National, State and Local Educators/Officials/Agencies	2.6	.97	18.2	16.4	52.7	10.9	1.8
79. Obtain Feedback About Your Vocational Program	2.9	1.08	10.9	20.0	40.0	21.8	7.3
VIII. STUDENT VOCATIONAL ORGANIZATION							
80. Develop a Personal Philosophy Concerning Student Vocational Organizations	2.4	.97	20.8	34.0	32.1	13.2	0
81. Establish a Student Vocational Organization	2.2	1.01	27.3	34.5	30.9	3.6	3.6
82. Prepare Student Vocational Organization Members for Leadership Roles	2.5	1.17	23.6	21.8	38.2	9.1	7.3
83. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.4	1.15	25.5	27.3	30.9	10.9	5.5

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
84. Supervise Activities of the Student Vocational Organization	2.2	1.00	25.5	38.2	25.5	9.1	1.8
85. Guide Participation to Student Vocational Organization Contests	2.5	1.10	21.4	32.1	28.6	14.3	3.6
IX. PROFESSIONAL ROLE AND DEVELOPMENT							
86. Keep Up-To-Date Professionally	3.2	1.53	16.1	17.9	17.9	32.1	16.0
87. Serve Your Teaching Profession	2.8	1.10	16.4	18.2	41.8	18.2	5.5
88. Develop an Active Personal Philosophy of Education	2.6	1.04	17.9	26.8	39.3	12.5	3.6
89. Serve the School and Community	2.6	1.04	17.9	25.0	41.1	12.5	3.6
90. Provide Laboratory Experiences for Prospective Teachers	2.4	1.17	30.4	21.4	30.4	14.3	3.6
91. Plan the Student Teaching Experience	2.6	1.24	28.6	16.1	32.1	17.9	5.4
92. Supervise Student Teachers	2.4	1.17	28.6	21.4	30.4	16.1	3.6
93. Maintain Technical Competence in Area of Instruction	2.9	1.48	19.6	19.6	32.1	17.9	10.7
X. COORDINATION OF COOPERATIVE EDUCATION							
94. Establish Guidelines for Cooperative Vocational Program	2.4	1.13	26.9	26.9	26.9	17.3	1.9

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
95. Manage the Attendance, Transfers and Terminations of Co-op Students	2.3	1.03	24.5	37.7	24.5	11.3	1.9
96. Enroll Students in a Co-op Program	2.4	1.03	26.4	34.0	22.6	11.3	5.7
97. Secure Training Stations for a Co-op Program	2.4	1.17	26.4	30.2	26.4	11.3	5.7
98. Place Co-op Students on the Job	2.4	1.16	26.4	34.0	22.6	11.3	5.7
99. Develop the Training Ability of On-The-Job Instructors	2.4	1.24	28.8	28.8	19.2	17.3	5.8
100. Coordinate On-The-Job Instruction	2.5	1.22	28.0	22.0	30.0	14.0	6.0
101. Evaluate Co-op Students On-The-Job Performance	2.4	1.21	26.9	32.7	19.2	15.4	5.8
102. Prepare for Students' Related Instruction	2.4	1.18	23.1	38.5	17.3	15.4	5.8
103. Supervise an Employer-Employee Appreciation Event	2.2	1.12	35.3	31.4	17.6	13.7	2.0
XI. SPECIAL NEEDS							
104. Identify Entrance Criteria for Program	2.9	1.21	15.1	22.6	28.3	24.5	9.4
105. Develop Technical Standards for Occupational Program	3.1	1.18	11.3	22.6	24.5	32.1	9.4

TABLE 3, cont. - Office Occupations Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
106. Accommodate Instructional Program for Students with Special Needs	3.2	1.12	9.4	11.3	41.5	24.5	13.2
107. Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.6	1.19	23.1	26.9	23.1	23.1	3.8

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TABLE 4 - Frequency Distribution, Means and Standard Deviations for Home Economic Education Instructors to Need for In-Service Training.

n = 63 Responses are %	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION							
1. Prepare for Community Survey	2.5	1.01	17.8	33.3	33.3	13.3	2.2
2. Conduct a Community Survey	2.4	.98	18.6	34.9	34.9	9.3	2.3
3. Report the Findings of a Community Survey	2.5	.99	17.5	30.0	40.0	10.0	2.5
4. Organize an Occupational Advisory Committee	2.3	1.05	27.3	29.5	27.3	15.9	0
5. Maintain an Occupational Advisory Committee	2.4	1.08	23.3	30.2	25.6	20.9	0
6. Develop Program Goals and Objectives	2.7	1.10	13.6	36.4	25.0	20.5	4.5
7. Conduct an Occupational Analysis using Competency-Based Process	2.5	1.00	16.3	34.9	30.2	18.6	0
8. Develop a Course of Study	2.7	1.09	11.4	36.4	29.5	15.9	6.8
9. Develop Long-Range Program Plans	2.8	1.00	11.6	25.6	39.5	20.9	2.3
10. Conduct a Student Follow-Up Study	2.7	1.07	16.3	27.9	32.6	20.9	2.3
11. Evaluate Your Vocational Program	3.1	1.14	11.6	14.0	34.9	30.2	9.3
II. INSTRUCTIONAL PLANNING							
12. Determine Needs and Interests of Students	2.9	1.13	13.6	20.5	29.5	31.8	4.5

TABLE 4, cont. - Home Economic Education Instructors

		Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
13.	Develop Student Performance Objectives	2.8	1.04	11.1	26.7	31.1	28.9	2.2
14.	Develop a Unit of Instruction	2.7	1.00	11.1	35.6	28.9	24.4	0
15.	Develop a Lesson Plan	2.2	.95	20.9	48.8	16.3	14.0	0
16.	Select Student Instructional Materials	2.7	1.04	13.3	28.9	33.3	22.2	2.2
17.	Prepare Teacher-Made Instructional Materials	2.9	1.08	11.1	22.2	37.8	22.2	6.7
18.	Develop Lesson Plan for Non-Traditional Student	3.2	1.13	8.9	13.3	35.6	28.9	13.3
III.	INSTRUCTIONAL EXECUTION							
19.	Direct Field Trips	2.3	1.13	28.6	35.7	21.4	9.5	4.8
20.	Conduct Group Discussions, Panel Discussions and Symposiums	2.7	1.21	22.2	20.0	33.3	17.8	6.7
21.	Employ Brainstorming, Buzz Group and Question Box Techniques	2.8	1.15	18.2	20.5	27.3	32.8	2.3
22.	Direct Students in Instructing Other Students	2.7	.88	9.1	31.8	40.9	18.2	0
23.	Employ Simulation Techniques	3.0	1.00	4.9	26.8	39.0	22.0	7.3
24.	Guide Student Study	2.7	1.14	18.2	27.3	29.5	20.5	4.5
25.	Direct Student Laboratory Experience	2.5	1.11	21.4	31.0	31.0	11.9	4.8

TABLE 4, cont. - Home Economic Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
26. Direct Students in Applying Problem-Solving Techniques	2.9	1.16	13.3	24.4	22.2	35.6	4.4
27. Employ the Project Method	2.7	1.04	12.2	34.1	29.3	22.0	2.4
28. Introduce a Lesson	2.4	.88	17.8	37.8	35.6	8.9	0
29. Summarize a Lesson	2.4	1.00	17.8	35.6	33.3	11.1	2.2
30. Employ Oral Question Techniques	2.5	1.00	13.3	40.0	31.1	13.3	2.2
31. Employ Reinforcement Techniques	2.8	1.07	8.9	35.6	35.6	11.1	8.9
32. Provide Instruction for Slower and More Capable Learners	3.5	1.01	2.2	8.9	44.4	22.2	22.2
33. Present an Illustrated Talk	2.7	1.00	8.9	40.0	28.9	20.0	2.2
34. Demonstrate a Manipulative Skill	2.3	.97	25.0	36.4	27.3	11.4	0
35. Demonstrate a Concept or Principle	2.5	.88	11.4	40.9	34.1	13.6	0
36. Individualize Instruction	2.8	1.20	15.6	28.9	22.2	26.7	6.7
37. Employ the Team Teaching Approach	2.4	1.06	21.4	35.7	26.2	14.3	2.4
38. Use Subject Matter Experts to Present Information	2.4	1.12	31.1	15.6	35.6	17.8	0
39. Prepare Bulletin Boards and Exhibits	2.5	1.20	26.7	24.4	26.7	17.8	4.4
40. Present Information with Models, Real Objects and Flannel Boards	2.5	.89	15.6	33.3	40.0	11.1	0

TABLE 4, cont. - Home Economic Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
41. Present Information with Overhead and Opaque Materials	2.6	1.21	24.4	22.2	26.7	22.2	4.4
42. Present Information with Filmstrips and Slides	2.2	1.04	28.9	35.6	24.4	8.9	2.2
43. Present Information with Films	2.2	1.09	28.9	37.8	17.8	13.3	2.2
44. Present Information with Audio Recordings	2.2	1.00	22.2	46.7	17.8	11.1	2.2
45. Present Information with Televised and Videotaped Materials	2.7	1.23	22.2	22.2	28.9	20.0	6.7
46. Employ Programmed Instruction	2.7	1.05	16.7	21.4	40.5	19.0	2.4
47. Present Information with the Chalkboard and Flip Chart	2.4	.98	22.2	33.3	31.1	13.3	0
IV. INSTRUCTIONAL EVALUATION							
48. Establish Student Performance Criteria	3.0	1.11	13.3	13.3	46.7	17.8	8.9
49. Assess Student Performance: Knowledge	2.8	1.20	20.0	13.3	42.2	15.6	8.9
50. Assess Student Performance: Attitudes	3.0	1.23	15.6	13.3	40.0	17.8	13.3
51. Assess Student Performance: Skills	2.8	1.22	17.8	20.0	37.8	13.3	11.1
52. Determine Student Grades	2.5	1.15	20.5	34.1	18.2	25.0	2.3

TABLE 4, cont. - Home Economic Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
53. Evaluate Your Instructional Effectiveness	3.2	1.07	6.8	15.9	38.6	27.3	11.4
V. INSTRUCTIONAL MANAGEMENT							
54. Project Instructional Resource Needs	2.8	1.03	14.6	14.6	51.2	14.6	4.9
55. Manage Your Budgeting and Reporting Responsibilities	2.7	1.01	11.4	31.8	38.6	13.6	4.5
56. Arrange for Improvement of Your Vocational Facilities	2.9	1.13	13.3	20.0	40.0	17.8	8.9
57. Maintain a Record-Keeping System	3.0	1.07	11.1	20.0	35.6	28.9	4.4
58. Provide for Student Safety	2.5	1.19	22.7	34.1	22.7	13.6	6.8
59. Provide for the First Aid Needs of Students	2.7	1.14	15.6	26.7	37.8	11.1	8.9
60. Assist Students in Developing Self-Discipline	3.5	1.27	6.7	20.0	20.0	26.7	26.7
61. Organize the Vocational Laboratory	2.8	1.21	11.6	37.2	23.3	16.3	11.6
62. Manage the Vocational Laboratory	2.7	1.21	15.9	31.8	25.0	18.2	9.1
63. Maintain an Instructional Resource File	2.7	1.10	18.6	20.9	34.9	23.3	2.3

TABLE 4, cont. - Home Economic Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
VI. COUNSELING NEEDS FOR INSTRUCTORS							
64. Gather Student Data Using Formal Data-Collection Techniques	2.8	1.00	9.1	29.5	38.6	18.2	4.5
65. Gather Student Data Through Personal Contacts	2.8	1.03	11.4	27.3	38.6	18.2	4.5
66. Use Conferences to Help Meet Student Needs	2.7	1.00	11.4	31.8	34.1	20.5	2.3
67. Provide Information on Educational and Career Opportunities	3.0	1.16	9.1	22.7	36.4	18.2	13.6
68. Assist Students in Applying for Employment or Further Education	2.7	1.09	13.6	29.5	36.4	13.6	6.8
69. Confer with Parents to Meet Student Needs	2.6	1.27	23.1	26.9	23.1	19.2	7.7
VII. SCHOOL COMMUNITY RELATIONS							
70. Develop a School-Community Relations Plan for Your Vocational Program	3.0	1.26	17.8	15.6	24.4	33.3	8.9
71. Give Presentations to Promote Your Vocational Program	2.9	1.08	8.9	26.7	37.8	17.8	8.9
72. Develop Brochures to Promote Your Vocational Program	2.6	1.22	22.2	26.7	31.1	11.1	8.9
73. Prepare Displays to Promote Your Vocational Program	2.6	1.11	22.2	17.8	37.8	20.0	2.2

TABLE 4, cont. - Home Economic Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
74. Prepare News Releases and Articles Concerning Your Vocational Program	2.7	1.20	22.2	13.3	44.4	11.1	8.9
75. Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.6	1.26	25.0	20.5	31.8	13.6	9.1
76. Conduct an Open House	2.3	1.01	22.7	36.4	29.5	9.1	2.3
77. Work with Members of the Community	2.6	1.13	17.8	26.7	35.6	13.3	6.7
78. Work with National, State and Local Educators/Officials/Agencies	2.7	1.14	13.3	28.9	40.0	6.7	11.1
79. Obtain Feedback About Your Vocational Program	3.1	1.09	9.3	16.3	39.5	25.6	9.3
VIII. STUDENT VOCATIONAL ORGANIZATION							
80. Develop a Personal Philosophy Concerning Student Vocational Organizations	2.4	1.06	27.3	20.5	40.9	9.1	2.3
81 Establish a Student Vocational Organization	2.6	1.19	22.7	20.5	36.4	13.6	6.8
82. Prepare Student Vocational Organization Members for Leadership Roles	2.8	1.16	20.5	13.6	43.2	15.9	6.8
83. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.8	1.12	13.6	27.3	38.6	11.4	9.1

TABLE 4, cont. - Home Economic Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
84. Supervise Activities of the Student Vocational Organization	2.5	1.13	22.7	27.3	31.8	13.6	4.5
85. Guide Participation to Student Vocational Organization Contests	2.4	1.26	30.2	20.9	32.6	7.0	9.3
IX. PROFESSIONAL ROLE AND DEVELOPMENT							
86. Keep Up-To-Date Professionally	3.2	1.19	14.0	7.0	34.9	32.6	11.6
87. Serve Your Teaching Profession	2.8	.89	12.2	17.1	53.7	17.1	0
88. Develop an Active Personal Philosophy of Education	2.5	.94	16.7	33.3	40.5	7.1	2.4
89. Serve the School and Community	2.5	1.01	14.0	39.5	32.6	9.3	4.7
90. Provide Laboratory Experiences for Prospective Teachers	2.7	1.33	21.4	23.8	28.6	11.9	14.3
91. Plan the Student Teaching Experience	2.8	1.27	16.7	23.8	33.3	11.9	14.3
92. Supervise Student Teachers	2.9	1.30	16.3	23.3	32.6	11.6	16.3
93. Maintain Technical Competence in Area of Instruction	3.0	1.34	18.6	16.3	30.2	18.6	16.3
X. COORDINATION OF COOPERATIVE EDUCATION							
94. Establish Guidelines for Cooperative Vocational Program	2.6	1.11	20.9	20.9	34.9	20.9	2.3

TABLE 4, cont. - Home Economic Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
95. Manage the Attendance, Transfers and Terminations of Co-op Students	2.5	1.14	23.3	25.6	27.9	20.9	2.3
96. Enroll Students in a Co-op Program	2.4	1.15	26.2	26.2	31.0	11.9	4.8
97. Secure Training Stations for a Co-op Program	2.5	1.23	26.2	28.6	23.8	14.3	7.1
98. Place Co-op Students on the Job	2.4	1.25	29.3	24.4	26.8	12.2	7.3
99. Develop the Training Ability of On-The-Job Instructors	2.5	1.21	26.8	24.4	26.8	17.1	4.9
100. Coordinate On-The-Job Instruction	2.5	1.24	27.5	25.0	22.5	20.0	5.0
101. Evaluate Co-op Students On-The-Job Performance	2.5	1.27	31.0	19.0	23.8	21.4	4.8
102. Prepare for Students' Related Instruction	2.6	1.25	23.8	23.8	21.4	26.2	4.8
103. Supervise an Employer-Employee Appreciation Event	2.5	1.25	28.6	26.2	23.8	14.3	7.1
XI. SPECIAL NEEDS							
104. Identify Entrance Criteria for Program	2.8	1.06	14.3	19.0	28.1	26.2	2.4
105. Develop Technical Standards for Occupational Program	2.8	1.01	17.9	10.3	48.7	23.1	0

TABLE 4, cont. - Home Economic Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
106. Accommodate Instructional Program for Students with Special Needs	3.4	1.18	9.3	9.3	27.9	34.9	18.6
107. Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.5	1.30	27.9	23.3	30.2	7.0	11.6

TABLE 5 - Frequency Distribution, Means and Standard Deviations for Distributive Education Instructors to Need for In-Service Training.

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION							
1. Prepare for Community Survey	2.5	.88	23.1	7.7	69.2	0	0
2. Conduct a Community Survey	2.5	.88	23.1	7.7	69.2	0	0
3. Report the Findings of a Community Survey	2.5	.88	23.1	7.7	69.2	0	0
4. Organize an Occupational Advisory Committee	2.5	1.27	23.1	30.8	23.1	15.4	7.7
5. Maintain an Occupational Advisory Committee	2.5	1.20	23.1	23.1	38.5	7.7	7.7
6. Develop Program Goals and Objectives	2.6	.77	15.4	7.7	76.9	0	0
7. Conduct an Occupational Analysis using Competency-Based Process	2.8	.80	7.7	15.4	61.5	15.4	0
8. Develop a Course of Study	3.0	1.08	7.7	15.4	61.5	0	0
9. Develop Long-Range Program Plans	3.0	1.16	7.7	23.1	46.2	7.7	15.4
10. Conduct a Student Follow-Up Study	2.8	1.17	15.4	23.1	38.5	15.4	7.7
11. Evaluate Your Vocational Program	3.2	.83	7.7	0	53.8	38.5	0
II. INSTRUCTIONAL PLANNING							
12. Determine Needs and Interests of Students	3.2	.93	7.7	7.7	38.5	46.2	0

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
13. Develop Student Performance Objectives	2.6	1.00	15.4	23.1	46.2	15.4	0
14. Develop a Unit of Instruction	2.7	1.18	15.4	30.8	30.8	15.4	7.7
15. Develop a Lesson Plan	2.5	1.45	38.5	7.7	23.1	23.1	7.7
16. Select Student Instructional Materials	2.7	1.38	30.8	7.7	30.8	23.1	7.7
17. Prepare Teacher-Made Instructional Materials	2.7	1.25	23.1	15.4	38.5	15.4	7.7
18. Develop Lesson Plan for Non-Traditional Student	2.6	1.04	15.4	30.8	30.8	23.1	0
III. INSTRUCTIONAL EXECUTION							
19. Direct Field Trips	2.8	.73	7.7	15.4	69.2	7.7	0
20. Conduct Group Discussions, Panel Discussions and Symposiums	2.6	1.16	16.7	33.3	33.3	8.3	8.3
21. Employ Brainstorming, Buzz Group and Question Box Techniques	2.0	.91	30.8	46.2	15.4	7.7	0
22. Direct Students in Instructing Other Students	2.3	.87	25.0	25.0	50.0	0	0
23. Employ Simulation Techniques	2.5	1.05	15.4	38.5	23.1	23.1	0
24. Guide Student Study	2.4	.79	8.3	50.0	33.3	8.3	0
25. Direct Student Laboratory Experience	2.5	1.00	15.4	30.8	38.5	15.4	0

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
26. Direct Students in Applying Problem-Solving Techniques	2.9	1.04	7.7	30.8	23.1	38.5	0
27. Employ the Project Method	2.8	1.07	15.4	15.4	38.5	30.8	0
28. Introduce a Lesson	2.5	.88	7.7	46.2	30.8	15.4	0
29. Summarize a Lesson	2.5	.78	7.7	46.2	38.5	7.7	0
30. Employ Oral Question Techniques	2.8	.73	7.7	15.4	69.2	7.7	0
31. Employ Reinforcement Techniques	2.8	.73	7.7	15.4	69.2	7.7	0
32. Provide Instruction for Slower and More Capable Learners	3.2	.90	7.7	7.7	46.2	38.5	0
33. Present an Illustrated Talk	2.9	1.04	7.7	23.1	46.2	15.4	7.7
34. Demonstrate a Manipulative Skill	3.0	.82	7.7	7.7	61.5	23.1	0
35. Demonstrate a Concept or Principle	2.5	.78	7.7	38.5	46.2	7.7	0
36. Individualize Instruction	3.2	1.24	7.7	15.4	46.2	7.7	23.1
37. Employ the Team Teaching Approach	2.7	1.03	15.4	23.1	38.5	23.1	0
38. Use Subject Matter Experts to Present Information	3.2	1.14	7.7	15.4	46.2	15.4	15.4
39. Prepare Bulletin Boards and Exhibits	3.1	1.19	7.7	30.8	15.4	38.5	7.7
40. Present Information with Models, Real Objects and Flannel Boards	2.8	.99	7.7	23.1	53.8	7.7	7.7

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
41. Present Information with Overhead and Opaque Materials	3.3	.86	15.4	46.2	30.8	7.7	0
42. Present Information with Film-strips and Slides	2.5	1.13	15.4	46.2	7.7	30.8	0
43. Present Information with Films	2.5	1.13	15.4	46.2	7.7	30.8	0
44. Present Information with Audio Recordings	2.5	1.05	15.4	38.5	23.1	23.1	0
45. Present Information with Televised and Videotaped Materials	2.9	.95	0	38.5	38.5	15.4	7.7
46. Employ Programmed Instruction	2.8	1.00	7.7	23.1	53.8	7.7	7.7
47. Present Information with the Chalkboard and Flip Chart	2.5	1.05	15.4	38.5	38.5	0	7.7
IV. INSTRUCTIONAL EVALUATION							
48. Establish Student Performance Criteria	3.1	.90	8.3	8.3	50.0	33.3	0
49. Assess Student Performance: Knowledge	3.0	1.23	7.7	30.8	30.8	15.4	15.4
50. Assess Student Performance: Attitudes	3.0	1.16	7.7	23.1	46.2	7.7	15.4
51. Assess Student Performance: Skills	3.4	1.19	7.7	7.7	46.2	15.4	23.1
52. Determine Student Grades	2.5	1.00	15.4	30.8	38.5	15.4	0

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
53. Evaluate Your Instructional Effectiveness	3.2	.90	7.7	7.7	46.2	38.5	0
V. INSTRUCTIONAL MANAGEMENT							
54. Project Instructional Resource Needs	3.1	1.08	8.3	16.7	41.7	25.0	8.3
55. Manage Your Budgeting and Reporting Responsibilities	2.8	1.17	15.4	23.1	38.5	15.4	7.7
56. Arrange for Improvement of Your Vocational Facilities	2.5	1.20	23.1	30.8	30.8	7.7	7.7
57. Maintain a Record-Keeping System	2.7	1.25	15.4	38.5	15.4	23.1	7.7
58. Provide for Student Safety	1.9	.67	25.0	58.3	16.7	0	0
59. Provide for the First Aid Needs of Students	1.8	1.00	46.2	30.8	15.4	7.7	0
60. Assist Students in Developing Self-Discipline	3.4	1.12	7.7	7.7	38.5	30.8	15.4
61. Organize the Vocational Laboratory	3.1	1.26	15.4	15.4	23.1	38.5	7.7
62. Manage the Vocational Laboratory	3.1	1.26	15.4	15.4	23.1	38.5	7.7
63. Maintain an Instructional Resource File	3.6	.77	0	7.7	30.8	53.8	7.7

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
VI. COUNSELING NEEDS FOR INSTRUCTORS							
64. Gather Student Data Using Formal Data-Collection Techniques	3.2	.90	0	30.8	23.1	46.2	0
65. Gather Student Data Through Personal Contacts	3.0	1.00	0	38.5	30.8	23.1	7.7
66. Use Conferences to Help Meet Student Needs	2.9	.86	7.7	15.4	53.8	23.1	0
67. Provide Information on Educational and Career Opportunities	3.3	1.18	7.7	7.7	53.8	7.7	23.1
68. Assist Students in Applying for Employment or Further Education	2.8	1.28	15.4	23.1	38.5	7.7	15.4
69. Confer with Parents to Meet Student Needs	2.4	.88	11.1	44.4	33.3	11.1	0
VII. SCHOOL COMMUNITY RELATIONS							
70. Develop a School-Community Relations Plan for Your Vocational Program	3.0	1.16	7.7	30.8	23.1	30.8	7.7
71. Give Presentations to Promote Your Vocational Program	3.2	1.21	15.4	7.7	30.8	38.5	7.7
72. Develop Brochures to Promote Your Vocational Program	2.8	1.14	15.4	15.4	46.2	15.4	7.7
73. Prepare Displays to Promote Your Vocational Program	2.8	1.17	15.4	23.1	38.5	15.4	7.7

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
74. Prepare News Releases and Articles Concerning Your Vocational Program	3.0	1.16	7.7	30.8	23.1	30.8	7.7
75. Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.8	1.41	23.1	23.1	7.7	38.5	7.7
76. Conduct an Open House	2.7	1.18	15.4	30.8	30.8	15.4	7.7
77. Work with Members of the Community	2.6	1.30	15.4	46.2	15.4	7.7	15.4
78. Work with National, State and Local Educators/Officials/Agencies	2.9	1.26	7.7	38.5	23.1	15.4	15.4
79. Obtain Feedback About Your Vocational Program	3.0	1.08	7.7	23.1	38.5	23.1	7.7
VIII. STUDENT VOCATIONAL ORGANIZATION							
80. Develop a Personal Philosophy Concerning Student Vocational Organizations	2.4	.96	15.4	46.2	23.1	15.4	0
81. Establish a Student Vocational Organization	2.8	1.14	15.4	23.1	23.1	38.5	0
82. Prepare Student Vocational Organization Members for Leadership Roles	3.3	1.18	7.7	15.4	30.8	30.8	15.4
83. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	3.4	1.26	7.7	15.4	30.8	23.1	23.1

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
84. Supervise Activities of the Student Vocational Organization	3.1	1.19	7.7	23.1	38.5	15.4	15.4
85. Guide Participation to Student Vocational Organization Contests	2.8	.99	7.7	30.8	30.8	30.8	0
IX. PROFESSIONAL ROLE AND DEVELOPMENT							
86. Keep Up-To-Date Professionally	3.2	1.28	15.4	7.7	38.5	23.1	15.4
87. Serve Your Teaching Profession	2.9	1.16	8.3	33.3	25.0	25.0	8.3
88. Develop an Active Personal Philosophy of Education	3.2	1.09	7.7	15.4	30.8	38.5	7.7
89. Serve the School and Community	2.8	1.07	7.7	30.8	38.5	15.4	7.7
90. Provide Laboratory Experiences for Prospective Teachers	2.6	1.08	16.7	33.3	25.0	25.0	0
91. Plan the Student Teaching Experience	2.5	1.04	18.2	27.3	36.4	18.2	0
92. Supervise Student Teachers	2.5	1.13	27.3	18.2	36.4	18.2	0
93. Maintain Technical Competence in Area of Instruction	3.2	1.14	7.7	15.4	46.2	15.4	15.4
X. COORDINATION OF COOPERATIVE EDUCATION							
94. Establish Guidelines for Cooperative Vocational Program	2.9	.95	7.7	15.4	61.5	7.7	7.7

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
95. Manage the Attendance, Transfers and Terminations of Co-op Students	2.7	.99	8.3	41.7	25.0	25.0	0
96. Enroll Students in a Co-op Program	3.3	1.07	8.3	8.3	33.3	41.7	8.3
97. Secure Training Stations for a Co-op Program	2.9	1.19	7.7	30.8	38.5	7.7	15.4
98. Place Co-op Students on the Job	3.0	1.23	7.7	30.8	30.8	15.4	15.4
99. Develop the Training Ability of On-The-Job Instructors	3.2	1.09	7.7	15.4	30.8	38.5	7.7
100. Coordinate On-The-Job Instruction	3.0	1.16	7.7	30.8	23.1	30.8	7.7
101. Evaluate Co-op Students On-The-Job Performance	3.0	1.23	7.7	30.8	30.8	15.4	15.4
102. Prepare for Students' Related Instruction	3.0	1.08	7.7	23.1	38.5	23.1	7.7
103. Supervise an Employer-Employee Appreciation Event	2.6	1.26	15.4	38.5	30.8	0	15.4
XI. SPECIAL NEEDS							
104. Identify Entrance Criteria for Program	3.2	.99	7.7	7.7	53.8	23.1	7.7
105. Develop Technical Standards for Occupational Program	2.9	1.12	15.4	7.7	53.8	15.4	7.7

TABLE 5, cont. - Distributive Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
106. Accommodate Instructional Program for Students with Special Needs	3.4	.96	7.7	7.7	23.1	61.5	0
107. Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.2	1.24	38.5	23.1	15.4	23.1	0

TABLE 6 - Frequency Distribution, Means and Standard Deviations for Agriculture Education Instructors to Need for In-Service Training.

n = 63 Responses are %	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
I. PROGRAM PLANNING, DEVELOPMENT AND EVALUATION							
1. Prepare for Community Survey	2.0	.78	28.6	42.9	28.6	0	0
2. Conduct a Community Survey	2.0	.74	28.6	47.6	23.8	0	0
3. Report the Findings of a Community Survey	2.2	.94	23.8	38.1	28.6	9.5	0
4. Organize an Occupational Advisory Committee	2.1	1.06	28.6	42.9	19.0	4.8	4.8
5. Maintain an Occupational Advisory Committee	2.5	1.08	19.0	33.3	33.3	9.5	4.8
6. Develop Program Goals and Objectives	2.7	1.02	14.3	28.6	33.3	23.8	0
7. Conduct an Occupational Analysis using Competency-Based Process	2.7	1.04	15.0	25.0	45.0	10.0	5.0
8. Develop a Course of Study	2.7	1.07	14.3	28.6	38.1	14.3	4.8
9. Develop Long-Range Program Plans	3.0	1.14	14.3	9.5	47.6	19.0	9.5
10. Conduct a Student Follow-Up Study	2.6	1.12	14.3	33.3	38.1	4.8	9.5
11. Evaluate Your Vocational Program	2.9	1.23	15.0	20.0	45.0	5.0	15.0
II. INSTRUCTIONAL PLANNING							
12. Determine Needs and Interests of Students	2.6	.98	9.5	47.6	19.0	23.8	0

TABLE 6, cont. - Agriculture Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
13. Develop Student Performance Objectives	2.7	1.07	14.3	28.6	38.1	14.3	4.8
14. Develop a Unit of Instruction	2.5	.93	9.5	42.9	38.1	4.8	4.8
15. Develop a Lesson Plan	2.6	1.02	9.5	42.9	28.6	14.3	4.8
16. Select Student Instructional Materials	2.9	.91	4.8	33.3	33.3	28.6	0
17. Prepare Teacher-Made Instructional Materials	3.2	.83	4.8	9.5	42.9	42.9	0
18. Develop Lesson Plan for Non-Traditional Student	3.2	1.60	0	33.3	47.6	4.8	4.3
III. INSTRUCTIONAL EXECUTION							
19. Direct Field Trips	2.2	.93	23.8	42.9	23.8	9.5	0
20. Conduct Group Discussions, Panel Discussions and Symposiums	2.2	.89	19.0	47.6	23.8	9.5	0
21. Employ Brainstorming, Buzz Group and Question Box Techniques	2.2	.83	14.3	57.1	19.0	9.5	0
22. Direct Students in Instructing Other Students	2.4	1.12	23.8	33.3	28.6	9.5	4.8
23. Employ Simulation Techniques	2.6	1.03	19.0	23.8	38.1	19.0	0
24. Guide Student Study	2.5	1.15	15.0	50.0	10.0	20.0	5.0
25. Direct Student Laboratory Experience	2.5	1.12	19.0	38.1	23.8	14.3	4.8

TABLE 6, cont. - Agriculture Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
26. Direct Students in Applying Problem-Solving Techniques	2.8	1.22	19.0	19.0	38.1	14.3	9.5
27. Employ the Project Method	2.4	.98	19.0	33.3	33.3	14.3	0
28. Introduce a Lesson	2.4	1.08	19.0	38.1	38.6	9.5	4.8
29. Summarize a Lesson	2.2	.87	19.0	52.4	19.0	9.5	0
30. Employ Oral Question Techniques	2.3	1.16	23.8	42.9	14.3	14.3	4.8
31. Employ Reinforcement Techniques	2.5	1.12	19.0	38.1	23.8	14.3	4.8
32. Provide Instruction for Slower and More Capable Learners	3.0	1.12	9.5	23.8	38.1	19.0	9.5
33. Present an Illustrated Talk	2.6	.98	14.3	33.3	33.3	19.0	0
34. Demonstrate a Manipulative Skill	2.4	.93	14.3	42.9	28.6	14.3	0
35. Demonstrate a Concept or Principle	2.4	.87	14.3	38.1	38.1	9.5	0
36. Individualize Instruction	2.5	1.25	19.0	42.9	14.3	14.3	9.5
37. Employ the Team Teaching Approach	2.5	.98	14.3	38.1	38.1	4.8	4.8
38. Use Subject Matter Experts to Present Information	2.7	1.39	30.0	15.0	25.0	20.0	10.0
39. Prepare Bulletin Boards and Exhibits	2.9	1.14	14.3	19.0	33.3	28.6	4.8
40. Present Information with Models, Real Objects and Flannel Boards	2.6	.97	14.3	28.6	38.1	19.0	0

TABLE 6, cont. - Agriculture Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
41. Present Information with Overhead and Opaque Materials	2.7	1.07	14.3	28.6	38.1	14.3	4.8
42. Present Information with Filmstrips and Slides	2.7	1.11	14.3	33.3	28.6	19.0	4.8
43. Present Information with Films	2.3	1.07	19.0	47.6	19.0	9.5	4.8
44. Present Information with Audio Recordings	2.2	.93	23.8	42.9	23.8	9.5	0
45. Present Information with Televised and Videotaped Materials	3.2	1.50	20.0	15.0	20.0	20.0	25.0
46. Employ Programmed Instruction	2.7	1.16	14.3	33.3	33.3	9.5	9.5
47. Present Information with the Chalkboard and Flip Chart	2.5	1.08	19.0	38.1	19.0	23.8	0
IV. INSTRUCTIONAL EVALUATION							
48. Establish Student Performance Criteria	2.7	1.15	14.0	28.6	38.1	9.5	9.5
49. Assess Student Performance: Knowledge	2.9	1.24	14.3	28.6	23.8	23.8	9.5
50. Assess Student Performance: Attitudes	2.9	1.18	14.3	19.0	38.1	19.0	9.5
51. Assess Student Performance: Skills	2.7	1.10	14.3	28.6	33.3	19.0	4.8
52. Determine Student Grades	2.4	1.08	19.0	42.9	14.3	23.8	0

TABLE 6, cont. - Agriculture Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
53. Evaluate Your Instructional Effectiveness	2.9	1.15	19.0	4.8	57.1	9.5	9.5
V. INSTRUCTIONAL MANAGEMENT							
54. Project Instructional Resource Needs	2.7	1.08	15.0	25.0	40.0	15.0	5.0
55. Manage Your Budgeting and Reporting Responsibilities	2.8	1.26	14.3	33.3	28.6	9.5	14.3
56. Arrange for Improvement of Your Vocational Facilities	2.8	1.29	19.0	23.8	23.8	23.8	9.5
57. Maintain a Record-Keeping System	2.9	1.35	20.0	20.0	30.0	15.0	15.0
58. Provide for Student Safety	2.9	1.20	14.3	23.8	33.3	19.0	9.5
59. Provide for the First Aid Needs of Students	3.1	1.09	14.3	4.8	42.9	33.3	4.8
60. Assist Students in Developing Self-Discipline	3.3	1.31	19.0	0	28.6	38.1	14.3
61. Organize the Vocational Laboratory	2.6	1.12	19.0	23.8	38.1	14.3	4.8
62. Manage the Vocational Laboratory	2.6	1.12	19.0	23.8	38.1	14.3	4.8
63. Maintain an Instructional Resource File	3.0	1.23	19.0	4.8	42.9	23.8	9.5

TABLE 6, cont. - Agriculture Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
VI. COUNSELING NEEDS FOR INSTRUCTORS							
64. Gather Student Data Using Formal Data-Collection Techniques	2.7	1.11	9.5	42.9	28.6	9.5	9.5
65. Gather Student Data Through Personal Contacts	2.5	1.03	14.3	38.1	33.3	9.5	4.8
66. Use Conferences to Help Meet Student Needs	2.7	1.15	9.5	42.9	23.8	14.3	9.5
67. Provide Information on Educational and Career Opportunities	2.8	1.14	9.5	33.3	42.9	0	14.3
68. Assist Students in Applying for Employment or Further Education	2.9	1.15	9.5	28.6	42.9	4.8	14.3
69. Confer with Parents to Meet Student Needs	2.9	1.30	9.1	36.4	27.3	9.1	18.2
VII. SCHOOL COMMUNITY RELATIONS							
70. Develop a School-Community Relations Plan for Your Vocational Program	2.9	1.15	14.3	19.0	42.9	14.3	9.5
71. Give Presentations to Promote Your Vocational Program	2.8	1.16	15.0	25.0	40.0	10.0	10.0
72. Develop Brochures to Promote Your Vocational Program	2.8	1.09	14.3	23.8	38.1	19.0	4.8
73. Prepare Displays to Promote Your Vocational Program	2.8	1.04	14.3	23.8	33.3	28.6	0

TABLE 6, cont. - Agriculture Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
74. Prepare News Releases and Articles Concerning Your Vocational Program	2.7	1.13	20.0	20.0	30.0	30.0	0
75. Arrange for Television and Radio Presentations Concerning Your Vocational Program	3.0	1.17	15.0	10.0	45.0	20.0	10.0
76. Conduct an Open House	2.8	1.09	14.3	23.8	38.1	19.0	4.8
77. Work with Members of the Community	2.6	.95	15.0	30.0	40.0	15.0	0
78. Work with National, State and Local Educators/Officials/Agencies	2.6	1.02	9.5	42.9	28.6	14.3	4.8
79. Obtain Feedback About Your Vocational Program	3.1	1.22	9.5	23.8	28.6	23.8	14.3
VIII. STUDENT VOCATIONAL ORGANIZATION							
80. Develop a Personal Philosophy Concerning Student Vocational Organizations	2.4	1.12	23.8	33.3	28.6	9.5	4.8
81. Establish a Student Vocational Organization	2.5	1.12	19.0	38.1	23.8	14.3	4.8
82. Prepare Student Vocational Organization Members for Leadership Roles	3.0	1.23	14.3	19.0	28.6	28.6	9.5
83. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	3.2	1.81	14.3	23.8	23.8	23.8	14.3

TABLE 6, cont. - Agriculture Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
84. Supervise Activities of the Student Vocational Organization	2.7	1.26	15.0	40.0	15.0	20.0	10.0
85. Guide Participation to Student Vocational Organization Contests	3.0	1.23	15.0	20.0	30.0	25.0	10.0
IX. PROFESSIONAL ROLE AND DEVELOPMENT							
86. Keep Up-To-Date Professionally	3.2	1.14	9.5	14.3	28.6	38.1	9.5
87. Serve Your Teaching Profession	2.4	.98	14.3	42.9	33.3	4.8	4.8
88. Develop an Active Personal Philosophy of Education	2.6	1.20	19.0	28.6	33.3	9.5	9.5
89. Serve the School and Community	2.4	1.03	19.0	33.3	38.1	4.8	4.8
90. Provide Laboratory Experiences for Prospective Teachers	2.7	1.42	28.6	14.3	28.6	14.3	14.3
91. Plan the Student Teaching Experience	2.9	1.28	23.8	4.8	42.9	19.0	9.5
92. Supervise Student Teachers	3.0	1.38	19.0	14.3	33.3	14.3	19.0
93. Maintain Technical Competence in Area of Instruction	3.2	1.26	14.3	4.8	42.9	19.0	19.0
X. COORDINATION OF COOPERATIVE EDUCATION							
94. Establish Guidelines for Cooperative Vocational Program	3.0	1.12	10.0	20.0	40.0	20.0	10.0

TABLE 6, cont. - Agriculture Education Instructors

		Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
95.	Manage the Attendance, Transfers and Terminations of Co-op Students	2.9	1.06	10.0	30.0	35.0	20.0	5.0
96.	Enroll Students in a Co-op Program	2.9	1.18	15.0	20.0	40.0	15.0	10.0
97.	Secure Training Stations for a Co-op Program	3.2	1.23	10.0	20.0	30.0	25.0	15.0
98.	Place Co-op Students on the Job	3.0	1.26	15.0	15.0	40.0	15.0	15.0
99.	Develop the Training Ability of On-The-Job Instructors	2.9	1.23	20.0	10.0	45.0	15.0	10.0
100.	Coordinate On-The-Job Instruction	2.8	1.24	20.0	15.0	40.0	15.0	10.0
101.	Evaluate Co-op Students On-The-Job Performance	2.8	1.25	20.0	20.0	35.0	15.0	10.0
102.	Prepare for Students' Related Instruction	2.8	1.25	20.0	20.0	35.0	15.0	10.0
103.	Supervise an Employer-Employee Appreciation Event	2.8	1.20	15.0	25.0	35.0	15.0	10.0
XI.	SPECIAL NEEDS							
104.	Identify Entrance Criteria for Program	2.9	1.09	10.0	30.0	30.0	25.0	5.0
105.	Develop Technical Standards for Occupational Program	2.9	1.09	10.0	25.0	45.0	10.0	10.0

TABLE 6, cont. - Agriculture Education Instructors

	Mean	Standard Deviation	No Need	Little Need	Moderate Need	High Need	Exceptional Need
106. Accommodate Instructional Program for Students with Special Needs	3.0	1.10	10.0	20.0	45.0	15.0	10.0
107. Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.4	1.09	25.0	30.0	35.0	5.0	5.0

TABLE 7 - Priority Ranking Based on Means of Responses in the Need for In-Service Training Category for Trade and Industrial/Technical Instructors.

RANK	COMPETENCY	MEAN
	PROGRAM PLANNING, DEVELOPMENT AND EVALUATION	
1	Develop Program Goals and Objectives	3.1
2	Evaluate Your Vocational Program	3.1
3	Develop Long-Range Program Plans	3.0
4	Conduct an Occupational Analysis using Competency-Based Process	2.9
5	Develop a Course of Study	2.9
6	Organize an Occupational Advisory Committee	2.8
7	Maintain an Occupational Advisory Committee	2.8
8	Conduct a Student Follow-Up Study	2.7
9	Conduct a Community Survey	2.5
10	Report the Findings of a Community Survey	2.5
11	Prepare for Community Survey	2.4
	INSTRUCTIONAL PLANNING	
1	Prepare Teacher-Made Instructional Materials	3.0
2	Determine Needs and Interests of Students	2.9
3	Develop Student Performance Objectives	2.9
4	Select Student Instructional Materials	2.9
5	Develop a Unit of Instruction	2.8
6	Develop Lesson Plan for Non-Traditional Student	2.8
7	Develop a Lesson Plan	2.7
	INSTRUCTIONAL EXECUTION	
1	Provide Instruction for Slower and More Capable Learners	3.0
2	Employ Simulation Techniques	2.8
3	Guide Student Study	2.8

TABLE 7, cont. - Trade and Industrial/Technical Instructors

RANK	COMPETENCY	MEAN
4	Direct Students in Applying Problem-Solving Techniques	2.8
5	Employ the Project Method	2.8
6	Employ Oral Question Techniques	2.8
7	Employ Reinforcement Techniques	2.8
8	Present an Illustrated Talk	2.8
9	Prepare Bulletin Boards and Exhibits	2.8
10	Present Information with Televised and Videotaped Materials	2.8
11	Direct Students in Instructing Other Students	2.77
12	Conduct Group Discussions, Panel Discussions and Symposiums	2.7
13	Direct Student Laboratory Experience	2.7
14	Introduce a Lesson	2.7
15	Summarize a Lesson	2.7
16	Demonstrate a Concept of Principle	2.7
17	Use Subject Matter Experts to Present Information	2.7
18	Present Information with Overhead and Opaque Materials	2.7
19	Employ Programmed Instruction	2.7
20	Employ Brainstorming, Buzz Group and Question Box Techniques	2.6
21	Demonstrate a Manipulative Skill	2.6
22	Individualize Instruction	2.6
23	Present Information with Filmstrips and Slides	2.6
24	Present Information with the Chalkboard and Flip Chart	2.6

TABLE 7, cont. - Trade and Industrial/Technical Instructors

RANK	COMPETENCY	MEAN
25	Present Information with Films	2.53
26	Prepare Bulletin Boards and Exhibits	2.5
27	Direct Field Trips	2.4
28	Present Information with Models, Real Objects and Flannel Boards	2.4
29	Present Information with Audio Recordings	2.4
	INSTRUCTIONAL EVALUATION	
1	Evaluate Your Instructional Effectiveness	3.3
2	Assess Student Performance: Attitudes	3.1
3	Assess Student Performance: Knowledge	3.0
4	Assess Student Performance: Skills	3.0
5	Establish Student Performance Criteria	2.9
6	Determine Student Grades	2.8
	INSTRUCTIONAL MANAGEMENT	
1	Assist Students in Developing Self-Discipline	3.1
2	Project Instructional Resource Needs	2.97
3	Arrange for Imporvement of Your Vocational Facilities	2.9
4	Maintain a Record-Keeping System	2.9
5	Organize the Vocational Laboratory	2.9
6	Maintain an Instructional Resource File	2.9
7	Manage Your Budgeting and Reporting Responsibilities	2.8
8	Provide for the First Aid Needs of Students	2.8
9	Manage the Vocational Laboratory	2.7
10	Provide for Student Safety	2.6

TABLE 7, cont. - Trade and Industrial/Technical Instructors

RANK	COMPETENCY	MEAN
	COUNSELING NEEDS FOR INSTRUCTORS	
1	Gather Student Data Using Formal Data-Collection Techniques	2.8
2	Use Conferences to Help Meet Student Needs	2.7
3	Provide Information on Educational and Career Opportunities	2.7
4	Confer with Parents to Meet Student Needs	2.7
5	Gather Student Data Through Personal Contacts	2.6
6	Assist Students in Applying for Employment or Further Education	2.6
	SCHOOL COMMUNITY RELATIONS	
1	Obtain Feedback About Your Vocational Program	3.0
2	Develop a School-Community Relations Plan for Your Vocational Program	2.8
3	Give Presentations to Promote Your Vocational Program	2.8
4	Develop Brochures to Promote Your Vocational Program	2.7
5	Prepare Displays to Promote Your Vocational Program	2.7
6	Prepare News Releases and Articles Concerning Your Vocational Program	2.7
7	Work with National, State and Local Educators/Officials/Agencies	2.7
8	Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.6
9	Conduct an Open House	2.5
10	Work with Members of the Community	2.5
	STUDENT VOCATIONAL ORGANIZATION	
1	Develop a Personal Philosophy Concerning Student Vocational Organizations	2.7

TABLE 7, cont. - Trade and Industrial/Technical Instructors

RANK	COMPETENCY	MEAN
2	Establish a Student Vocational Organization	2.7
3	Guide Participation to Student Vocational Organization Contests	2.7
4	Prepare Student Vocational Organization Members for Leadership Roles	2.6
5	Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.6
6	Supervise Activities of the Student Vocational Organization	2.6
	PROFESSIONAL ROLE AND DEVELOPMENT	
1	Keep Up-To-Date Professionally	3.3
2	Maintain Technical Competence in Area of Instruction	3.3
3	Serve Your Teaching Profession	3.0
4	Develop an Active Personal Philosophy of Education	2.8
5	Serve the School and Community	2.6
6	Provide Laboratory Experiences for Prospective Teachers	2.6
7	Plan the Student Teaching Experience	2.6
8	Supervise Student Teachers	2.4
	COORDINATION OF COOPERATIVE EDUCATION	
1	Establish Guidelines for Cooperative Vocational Program	2.8
2	Manage the Attendance, Transfers and Terminations of Co-op Students	2.8
3	Enroll Students in a Co-op Program	2.8
4	Place Co-op Students on the Job	2.8
5	Develop the Training Ability of On-The-Job Performance	2.8

TABLE 7, cont. - Trade and Industrial/Technical Instructors

RANK	COMPETENCY	MEAN
6	Evaluate Co-op Students On-The-Job Performance	2.8
7	Secure Training Stations for a Co-op Program	2.7
8	Coordinate On-The-Job Instruction	2.7
9	Prepare for Students' Related Instruction	2.7
10	Supervise an Employer-Employee Appreciation Event	2.4
	SPECIAL NEEDS	
1	Identify Entrance Criteria for Program	3.1
2	Accommodate Instructional Program for Students with Special Needs	3.1
3	Develop Technical Standards for Occupational Program	3.0
4	Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.6

TABLE 8 - Priority Ranking Based on Means of Responses in the Need for In-Service Training Category for Industrial Arts Instructors.

RANK	COMPETENCY	MEAN
	PROGRAM PLANNING, DEVELOPMENT AND EVALUATION	
1	Evaluate Your Vocational Program	3.2
2	Develop Long-Range Program Plans	3.1
3	Develop Program Goals and Objectives	3.0
4	Develop a Course of Study	3.0
5	Conduct a Student Follow-Up Study	2.9
6	Organize an Occupational Advisory Committee	2.8
7	Maintain an Occupational Advisory Committee	2.8
8	Conduct an Occupational Analysis using Competency-Based Process	2.8
9	Prepare for Community Survey	2.6
10	Conduct a Community Survey	2.5
11	Report the Findings of a Community Survey	2.4
	INSTRUCTIONAL PLANNING	
1	Determine Needs and Interests of Students	3.0
2	Develop Student Performance Objectives	2.9
3	Prepare Teacher-Made Instructional Materials	2.9
4	Select Student Instructional Materials	2.8
5	Develop a Unit of Instruction	2.7
6	Develop a Lesson Plan	2.7
7	Develop Lesson Plan for Non-Traditional Student	2.7
	INSTRUCTIONAL EXECUTION	
1	Provide Instruction for Slower and More Capable Learners	3.1
2	Individualize Instruction	3.1
3	Direct Student Laboratory Experience	3.0

TABLE 8, cont. - Industrial Arts Instructors

RANK	COMPETENCY	MEAN
4	Direct Students in Applying Problem-Solving Techniques	3.0
5	Present Information with Televised and Videotaped Materials	3.0
6	Employ Reinforcement Techniques	2.9
7	Employ Programmed Instruction	2.9
8	Direct Students in Instructing Other Students	2.8
9	Employ the Project Method	2.8
10	Use Subject Matter Experts to Present Information	2.8
11	Present Information with Filmstrips and Slides	2.8
12	Guide Student Study	2.7
13	Introduce a Lesson	2.7
14	Employ Oral Question Techniques	2.7
15	Demonstrate a Concept or Principle	2.7
16	Present Information with Models, Real Objects and Flannel Boards	2.7
17	Employ Brainstorming, Buzz Group and Question Box Techniques	2.6
18	Employ Simulation Techniques	2.6
19	Summarize a Lesson	2.6
20	Present an Illustrated Talk	2.6
21	Prepare Bulletin Boards and Exhibits	2.6
22	Present Information with Overhead and Opaque Materials	2.6
23	Present Information with Films	2.6
24	Conduct Group Discussions, Panel Discussions and Symposiums	2.5

TABLE 8, cont. - Industrial Arts Instructors

RANK	COMPETENCY	MEAN
25	Demonstrate a Manipulative Skill	2.5
26	Employ the Team Teaching Approach	2.5
27	Direct Field Trips	2.4
28	Present Information with Audio Recordings	2.4
29	Present Information with the Chalkboard and Flip Chart	2.4
	INSTRUCTIONAL EVALUATION	
1	Evaluate Your Instructional Effectiveness	3.1
2	Assess Student Performance: Attitudes	2.9
3	Establish Student Performance Criteria	2.8
4	Assess Student Performance: Knowledge	2.8
5	Assess Student Performance: Skills	2.8
6	Determine Student Grades	2.6
	INSTRUCTIONAL MANAGEMENT	
1	Provide for the First Aid Needs of Students	3.3
2	Assist Students in Developing Self-Discipline	3.3
3	Provide for Student Safety	3.2
4	Arrange for Improvement of Your Vocational Facilities	3.1
5	Maintain an Instructional Resource File	3.0
6	Project Instructional Resource Needs	2.9
7	Manage Your Budgeting and Reporting Responsibilities	2.9
8	Maintain a Record-Keeping System	2.9
9	Organize the Vocational Laboratory	2.8
10	Manage the Vocational Laboratory	2.8

TABLE 8, cont. - Industrial Arts Instructors

RANK	COMPETENCY	MEAN
	COUNSELING NEEDS FOR INSTRUCTORS	
1	Provide Information on Educational and Career Opportunities	3.2
2	Use Conferences to Help Meet Student Needs	3.0
3	Assist Students in Applying for Employment or Further Education	3.0
4	Confer with Parents to Meet Student Needs	3.0
5	Gather Student Data Through Personal Contacts	2.8
6	Gather Student Data Using Formal Data-Collection Techniques	2.7
	SCHOOL COMMUNITY RELATIONS	
1	Develop a School-Community Relations Plan for Your Vocational Program	3.0
2	Obtain Feedback About Your Vocational Program	3.0
3	Give Presentations to Promote Your Vocational Program	2.8
4	Work with National, State and Local Educators/Officials/Agencies	2.8
5	Prepare News Releases and Articles Concerning Your Vocational Program	2.6
6	Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.6
7	Work with Members of the Community	2.6
8	Develop Brochures to Promote Your Vocational Program	2.5
9	Prepare Displays to Promote Your Vocational Program	2.5
10	Conduct an Open House	2.4

TABLE 8, cont. - Industrial Arts Instructors

RANK	COMPETENCY	MEAN
	STUDENT VOCATIONAL ORGANIZATION	
1	Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.7
2	Guide Participation to Student Vocational Organization Contests	2.7
3	Prepare Student Vocational Organization Members for Leadership Roles	2.6
4	Supervise Activities of the Student Vocational Organization	2.6
5	Develop a Personal Philosophy Concerning Student Vocational Organizations	2.5
6	Establish a Student Vocational Organization	2.5
	PROFESSIONAL ROLE AND DEVELOPMENT	
1	Keep Up-To-Date Professionally	3.3
2	Serve Your Teaching Profession	3.0
3	Plan the Student Teaching Experience	3.0
4	Maintain Technical Competence in Area of Instruction	3.0
5	Supervise Student Teachers	2.9
6	Provide Laboratory Experiences for Prospective Teachers	2.8
7	Develop an Active Personal Philosophy of Education	2.6
8	Serve the School and Community	2.6
	COORDINATION OF COOPERATIVE EDUCATION	
1	Develop the Training Ability of On-The-Job Instructors	2.6
2	Coordinate On-The-Job Instruction	2.6
3	Prepare for Students' Related Instruction	2.6

TABLE 8, cont. - Industrial Arts Instructors

RANK	COMPETENCY	MEAN
4	Establish Guidelines for Cooperative Vocational Program	2.5
5	Secure Training Stations for a Co-op Program	2.5
6	Place Co-op Students on the Job	2.5
7	Evaluate Co-op Students On-The-Job Performance	2.5
8	Supervise an Employer-Employee Appreciation Event	2.5
9	Manage the Attendance, Transfers and Terminations of Co-op Students	2.4
10	Enroll Students in a Co-op Program	2.4
	SPECIAL NEEDS	
1	Accommodate Instructional Program for Students with Special Needs	2.9
2	Develop Technical Standards for Occupational Program	2.8
3	Identify Entrance Criteria for Program	2.7
4	Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.5

TABLE 9 - Priority Ranking Based on Means of Responses in the Need for In-Service Training Catagory of Office Occupations Instructors.

RANK	COMPETENCY	MEAN
	PROGRAM PLANNING, DEVELOPMENT AND EVALUATION	
1	Evaluate Your Vocational Program	3.1
2	Develop Long-Range Program Plans	2.9
3	Develop Program Goals and Objectives	2.8
4	Develop a Course of Study	2.8
5	Report the Findings of a Community Survey	2.7
6	Conduct an Occupational Analysis using Competency-Based Process	2.7
7	Conduct a Student Follow-Up Study	2.7
8	Prepare for Community Survey	2.6
9	Conduct a Community Survey	2.6
10	Organize an Occupational Advisory Committee	2.6
11	Maintain an Occupational Advisory Committee	2.6
	INSTRUCTIONAL PLANNING	
1	Develop Lesson Plan for Non-Traditional Student	3.2
2	Determine Needs and Interests of Students	3.0
3	Prepare Teacher-Made Instructional Materials	3.0
4	Select Student Instructional Materials	2.8
5	Develop Student Performance Objectives	2.7
6	Develop a Unit of Instruction	2.7
7	Develop a Lesson Plan	2.4
	INSTRUCTIONAL EXECUTION	
1	Provide Instruction for Slower and More Capable Learners	3.4
2	Direct Students in Applying Problem-Solving Techniques	3.0

TABLE 9, cont. - Office Occupations Instructors

RANK	COMPETENCY	MEAN
3	Employ Simulation Techniques	2.9
4	Direct Student Laboratory Experience	2.8
5	Employ Reinforcement Techniques	2.8
6	Individualize Instruction	2.8
7	Conduct Group Discussions, Panel Discussions and Symposiums	2.7
8	Employ Brainstorming, Buzz Group and Question Box Techniques	2.7
9	Guide Student Study	2.7
10	Employ Oral Question Techniques	2.7
11	Present an Illustrated Talk	2.7
12	Employ Programmed Instruction	2.7
13	Employ the Project Method	2.6
14	Use Subject Matter Experts to Present Information	2.6
15	Present Information with Televised and Videotaped Materials	2.6
16	Direct Students in Instructing Other Students	2.5
17	Demonstrate a Manipulative Skill	2.5
18	Demonstrate a Concept or Principle	2.5
19	Prepare Bulletin Boards and Exhibits	2.5
20	Present Information with Overhead and Opaque Materials	2.5
21	Introduce a Lesson	2.4
22	Summarize a Lesson	2.4
23	Present Information with Models, Real Objects and Flannel Boards	2.4
24	Present Information with Filmstrips and Slides	2.4

TABLE 9, cont. - Office Occupations Instructors

RANK	COMPETENCY	MEAN
25	Present Information with Films	2.4
26	Present Information with Audio Recordings	2.4
27	Present Information with the Chalkboard and Flip Chart	2.4
28	Employ the Team Teaching Approach	2.3
29	Direct Field Trips	2.2
	INSTRUCTIONAL EVALUATION	
1	Assess Student Performance: Attitudes	3.2
2	Establish Student Performance Criteria	3.1
3	Evaluate Your Instructional Effectiveness	3.1
4	Assess Student Performance: Knowledge	2.9
5	Assess Student Performance: Skills	2.9
6	Determine Student Grades	2.7
	INSTRUCTIONAL MANAGEMENT	
1	Arrange for Improvement of Your Vocational Facilities	2.9
2	Assist Students in Developing Self-Discipline	2.9
3	Maintain an Instructional Resource File	2.8
4	Project Instructional Resource Needs	2.7
5	Organize the Vocational Laboratory	2.7
6	Manage the Vocational Laboratory	2.7
7	Manage Your Budgeting and Reporting Responsibilities	2.6
8	Maintain a Record-Keeping System	2.5
9	Provide for the First Aid Needs of Students	2.5
10	Provide for Student Safety	2.4

TABLE 9, cont. - Office Occupations Instructors

RANK	COMPETENCY	MEAN
	COUNSELING NEEDS FOR INSTRUCTORS	
1	Provide Information on Educational and Career Opportunities	2.8
2	Gather Student Data Using Formal Data-Collection Techniques	2.7
3	Confer with Parents to Meet Student Needs	2.7
4	Gather Student Data Through Personal Contacts	2.6
5	Assist Students in Applying for Employment or Further Education	2.6
6	Use Conferences to Help Meet Student Needs	2.5
	SCHOOL COMMUNITY RELATIONS	
1	Give Presentations to Promote Your Vocational Program	2.9
2	Obtain Feedback About Your Vocational Program	2.9
3	Develop a School-Community Relations Plan for Your Vocational Program	2.8
4	Prepare Displays to Promote Your Vocational Program	2.8
5	Prepare News Releases and Articles Concerning Your Vocational Program	2.8
6	Work with Members of the Community	2.8
7	Develop Brochures to Promote Your Vocational Program	2.7
8	Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.6
9	Conduct an Open House	2.6
10	Work with National, State and Local Educators/Officicals/Agencies	2.6

TABLE 9, cont. - Office Occupations Instructors

RANK	COMPETENCY	MEAN
	STUDENT VOCATIONAL ORGANIZATION	
1	Prepare Student Vocational Organization Members for Leadership Roles	2.5
2	Guide Participation to Student Vocational Organization Contests	2.5
3	Develop a Personal Philosophy Concerning Student Vocational Organization	2.4
4	Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.4
5	Establish a Student Vocational Organization	2.2
6	Supervise Activities of the Student Vocational Organization	2.2
	PROFESSIONAL ROLE AND DEVELOPMENT	
1	Keep Up-To-Date Professionally	3.2
2	Maintain Technical Competence in Area of Instruction	2.9
3	Serve Your Teaching Profession	2.8
4	Develop an Active Personal Philosophy of Education	2.6
5	Serve the School and Community	2.6
6	Plan the Student Teaching Experience	2.6
7	Provide Laboratory Experiences for Prospective Teachers	2.4
8	Supervise Student Teachers	2.4
	COORDINATION OF COOPERATIVE EDUCATION	
1	Coordinate On-The-Job Instruction	2.5
2	Establish Guidelines for Cooperative Vocational Program	2.4
3	Enroll Students in a Co-op Program	2.4

TABLE 9, cont. - Office Occupations Instructors

RANK	COMPETENCY	MEAN
4	Secure Training Stations for a Co-op Program	2.4
5	Place Co-op Students on the Job	2.4
6	Develop the Training Ability of On-The-Job Instruction	2.4
7	Evaluate Co-op Students On-The-Job Performance	2.4
8	Prepare for Students' Related Instruction	2.4
9	Manage the Attendance, Transfers and Terminations of Co-op Students	2.3
10	Supervise an Employer-Employee Appreciation Event	2.2
	SPECIAL NEEDS	
1	Accommodate Instructional Program for Students with Special Needs	3.2
2	Develop Technical Standards for Occupational Program	3.1
3	Identify Entrance Criteria for Program	2.9
4	Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.6

TABLE 10 - Priority Ranking Based on Means of Responses in the Need for In-Service Training Category of Home Economic Education Instructors.

RANK	COMPETENCY	MEAN
	PROGRAM PLANNING, DEVELOPMENT AND EVALUATION	
1	Evaluate Your Vocational Program	3.1
2	Develop Long-Range Program Plans	2.8
3	Develop Program Goals and Objectives	2.7
4	Develop a Course of Study	2.7
5	Conduct a Student Follow-Up Study	2.7
6	Prepare for Community Survey	2.5
7	Report the Findings of a Community Survey	2.5
8	Conduct an Occupational Analysis using Competency-Based Process	2.5
9	Conduct a Community Survey	2.4
10	Maintain an Occupational Advisory Committee	2.4
11	Organize an Occupational Advisory Committee	2.3
	INSTRUCTIONAL PLANNING	
1	Develop Lesson Plan for Non-Traditional Student	3.2
2	Determine Needs and Interests of Students	2.9
3	Prepare Teacher-Made Instructional Materials	2.9
4	Develop Student Performance Objectives	2.8
5	Develop a Unit of Instruction	2.7
6	Select Student Instructional Materials	2.7
7	Develop a Lesson Plan	2.2
	INSTRUCTIONAL EXECUTION	
1	Provide Instruction for Slower and More Capable Learners	3.5
2	Present Information with Films	3.2
3	Employ Simulation Techniques	3.0

TABLE 10, cont. - Home Economic Instructors

RANK	COMPETENCY	MEAN
4	Direct Students in Applying Problem-Solving Techniques	2.9
5	Employ Brainstorming, Buzz Group and Question Box Techniques	2.8
6	Employ Reinforcement Techniques	2.8
7	Individualize Instruction	2.8
8	Conduct Group Discussions, Panel Discussions and Symposiums	2.7
9	Direct Students in Instructing Other Students	2.7
10	Guide Student Study	2.7
11	Employ the Project Method	2.7
12	Present an Illustrated Talk	2.7
13	Present Information with Televised and Videotaped Materials	2.7
14	Employ Programmed Instruction	2.7
15	Present Information with Overhead and Opaque Materials	2.6
16	Direct Student Laboratory Experience	2.5
17	Employ Oral Question Techniques	2.5
18	Demonstrate a Concept or Principle	2.5
19	Prepare Bulletin Boards and Exhibits	2.5
20	Present Information with Models, Real Objects and Flannel Boards	2.5
21	Introduce a Lesson	2.4
22	Summarize a Lesson	2.4
23	Employ the Team Teaching Approach	2.4
24	Use Subject Matter Experts to Present Information	2.4

TABLE 10, cont. - Home Economic Instructors

RANK	COMPETENCY	MEAN
25	Present Information with the Chalkboard and Flip Chart	2.4
26	Direct Field Trips	2.3
27	Demonstrate a Manipulative Skill	2.3
28	Present Information with Filmstrips and Slides	2.2
29	Present Information with Audio Recordings	2.2
	INSTRUCTIONAL EVALUATION	
1	Evaluate Your Instructional Effectiveness	3.2
2	Establish Student Performance Criteria	3.0
3	Assess Student Performance: Attitudes	3.0
4	Assess Student Performance: Knowledge	2.8
5	Assess Student Performance: Skills	2.8
6	Determine Student Grades	2.5
	INSTRUCTIONAL MANAGEMENT	
1	Assist Students in Developing Self-Discipline	3.5
2	Maintain a Record-Keeping System	3.0
3	Arrange for Improvement of Your Vocational Facilities	2.9
4	Project Instructional Resource Needs	2.8
5	Organize the Vocational Laboratory	2.8
6	Manage Your Budgeting and Reporting Responsibilities	2.7
7	Provide for the First Aid Needs of Students	2.7
8	Manage the Vocational Laboratory	2.7
9	Maintain an Instructional Resource File	2.7
10	Provide for Student Safety	2.5

TABLE 10, cont. - Home Economic Instructors

RANK	COMPETENCY	MEAN
	COUNSELING NEEDS FOR INSTRUCTORS	
1	Provide Information on Educational and Career Opportunities	3.0
2	Gather Student Data Using Formal Data-Collection Techniques	2.8
3	Gather Student Data Through Personal Contacts	2.8
4	Use Conferences to Help Meet Student Needs	2.7
5	Assist Students in Applying for Employment or Further Education	2.7
6	Confer with Parents to Meet Student Needs	2.6
	SCHOOL COMMUNITY RELATIONS	
1	Obtain Feedback About Your Vocational Program	3.1
2	Develop a School-Community Relations Plan for Your Vocational Program	3.0
3	Give Presentations to Promote Your Vocational Program	2.9
4	Prepare News Releases and Articles Concerning Your Vocational Program	2.7
5	Work with National, State and Local Educators/Officials/Agencies	2.7
6	Develop Brochures to Promote Your Vocational Program	2.6
7	Prepare Displays to Promote Your Vocational Program	2.6
8	Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.6
9	Work with Members of the Community	2.6
10	Conduct an Open House	2.3

TABLE 10, cont. - Home Economic Instructors

RANK	COMPETENCY	MEAN
	STUDENT VOCATIONAL ORGANIZATION	
1	Prepare Student Vocational Organization Members for Leadership Roles	2.8
2	Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	2.8
3	Establish a Student Vocational Organization	2.6
4	Supervise Activities of the Student Vocational Organization	2.5
5	Develop a Personal Philosophy Concerning Student Vocational Organizations	2.4
6	Guide Participation to Student Vocational Organization Contests	2.4
	PROFESSIONAL ROLE AND DEVELOPMENT	
1	Keep Up-To-Date Professionally	3.2
2	Maintain Technical Competence in Area of Instruction	2.0
3	Supervise Student Teachers	2.9
4	Serve Your Teaching Profession	2.8
5	Plan the Student Teaching Experience	2.8
6	Provide Laboratory Experiences for Prospective Teachers	2.7
7	Develop an Active Personal Philosophy of Education	2.5
8	Serve the School and Community	2.5
	COORDINATION OF COOPERATIVE EDUCATION	
1	Establish Guidelines for Cooperative Vocational Program	2.6
2	Prepare for Students' Related Instruction	2.6
3	Manage the Attendance, Transfers and Termination of Co-op Students	2.5

TABLE 10, cont. - Home Economic Instructors

RANK	COMPETENCY	MEAN
4	Secure Training Stations for a Co-op Program	2.5
5	Develop the Training Ability of On-The-Job Instructors	2.5
6	Coordinate On-The-Job Instruction	2.5
7	Evaluate Co-op Students On-The-Job Performance	2.5
8	Supervise an Employer-Employee Appreciation Event	2.5
9	Enroll Students in a Co-op Program	2.4
10	Place Co-op Students on the Job	2.4
	SPECIAL NEEDS	
1	Accommodate Instructional Program for Students with Special Needs	3.4
2	Identify Entrance Criteria for Program	2.8
3	Develop Technical Standards for Occupational Program	2.8
4	Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.5

TABLE 11 - Priority Ranking Based on Means of Responses in the Need for In-Service Training Category of Distributive Education Instructors.

RANK	COMPETENCY	MEAN
	PROGRAM PLANNING, DEVELOPMENT AND EVALUATION	
1	Evaluate Your Vocational Program	3.2
2	Develop a Course of Study	3.0
3	Develop Long-Range Program Plans	3.0
4	Conduct an Occupational Analysis using Competency-Based Process	2.8
5	Conduct a Student Follow-Up Study	2.8
6	Develop Program Goals and Objectives	2.6
7	Prepare for Community Survey	2.5
8	Conduct a Community Survey	2.5
9	Report the Findings of a Community Survey	2.5
10	Organize an Occupational Advisory Committee	2.5
11	Maintain an Occupational Advisory Committee	2.5
	INSTRUCTIONAL PLANNING	
1	Determine Needs and Interests of Students	3.2
2	Develop a Unit of Instruction	2.7
3	Select Student Instructional Materials	2.7
4	Prepare Teacher-Made Instructional Materials	2.7
5	Develop Student Performance Objectives	2.6
6	Develop Lesson Plan for Non-Traditional Student	2.6
7	Develop a Lesson Plan	2.5
	INSTRUCTIONAL EXECUTION	
1	Provide Instruction for Slower and More Capable Learners	3.2
2	Individualize Instruction	3.2
3	Use Subject Matter Experts to Present Information	3.2

TABLE 11, cont. - Distributive Education Instructors

RANK	COMPETENCY	MEAN
4	Prepare Bulletin Boards and Exhibits	3.1
5	Demonstrate a Manipulative Skill	3.0
6	Direct Students in Applying Problem-Solving Techniques	2.9
7	Present an Illustrated Talk	2.9
8	Present Information with Televised and Videotaped Materials	2.9
9	Direct Field Trips	2.8
10	Employ the Project Method	2.8
11	Employ Oral Question Techniques	2.8
12	Employ Reinforcement Techniques	2.8
13	Present Information with Models, Real Objects and Flannel Boards	2.8
14	Employ Programmed Instruction	2.8
15	Employ the Team Teaching Approach	2.7
16	Conduct Group Discussions, Panel Discussions and Symposiums	2.6
17	Employ Simulation Techniques	2.5
18	Direct Student Laboratory Experience	2.5
19	Introduce a Lesson	2.5
20	Summarize a Lesson	2.5
21	Demonstrate a Concept or Principle	2.5
22	Present Information with Filmstrips and Slides	2.5
23	Present Information with Films	2.5
24	Present Information with Audio Recordings	2.5
25	Present Information with the Chalkboard and Flip Chart	2.5

TABLE 11, cont. - Distributive Education Instructors

RANK	COMPETENCY	MEAN
26	Guide Student Study	2.4
27	Direct Students in Instructing Other Students	2.3
28	Present Information with Overhead and Opaque Materials	2.3
29	Employ Brainstroming, Buzz Group and Question Box Techniques	2.0
	INSTRUCTIONAL EVALUATION	
1	Assess Student Performance: Skills	3.4
2	Evaluate Your Instructional Effectiveness	3.2
3	Establish Student Performance Criteria	3.1
4	Assess Student Performance: Knowledge	3.0
5	Assess Student Performance: Attitudes	3.0
6	Determine Student Grades	2.5
	INSTRUCTIONAL MANAGEMENT	
1	Maintain an Instructional Resource File	3.6
2	Assist Students in Developing Self-Discipline	3.4
3	Project Instructional Resource Needs	3.1
4	Organize the Vocational Laboratory	3.1
5	Manage the Vocational Laboratory	3.1
6	Manage Your Budgeting and Reporting Responsibilities	2.8
7	Maintain a Record-Keeping System	2.7
8	Arrange for Improvement of Your Vocational Facilities	2.5
9	Provide for Student Safety	1.9
10	Provide for the First Aid Needs of Students	1.8

TABLE 11, cont. - Distributive Education Instructors

RANK	COMPETENCY	MEAN
	COUNSELING NEEDS FOR INSTRUCTORS	
1	Provide Information on Educational and Career Opportunities	3.3
2	Gather Student Data Using Formal Data-Collection Techniques	3.2
3	Gather Student Data Through Personal Contacts	3.0
4	Use Conferences to Help Meet Student Needs	2.9
5	Assist Students in Applying for Employment or Further Education	2.8
6	Confer with Parents to Meet Student Needs	2.4
	SCHOOL COMMUNITY RELATIONS	
1	Give Presentations to Promote Your Vocational Program	3.2
2	Develop a School-Community Relations Plan for Your Vocational Program	3.0
3	Prepare News Releases and Articles Concerning Your Vocational Program	3.0
4	Obtain Feedback About Your Vocational Program	3.0
5	Work with National, State and Local Educators/Officials/Agencies	2.9
6	Develop Brochures to Promote Your Vocational Program	2.8
7	Prepare Displays to Promote Your Vocational Program	2.8
8	Arrange for Television and Radio Presentations Concerning Your Vocational Program	2.8
9	Conduct an Open House	2.7
10	Work with Members of the Community	2.6

TABLE 11, cont. - Distributive Education Instructors

RANK	COMPETENCY	MEAN
	STUDENT VOCATIONAL ORGANIZATION	
1	Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	3.4
2	Prepare Student Vocational Organization Members for Leadership Roles	3.3
3	Supervise Activities of the Student Vocational Organization	3.1
4	Establish a Student Vocational Organization	2.8
5	Guide Participation to Student Vocational Organization Contests	2.8
6	Develop a Personal Philosophy Concerning Student Vocational Organizations	2.4
	PROFESSIONAL ROLE AND DEVELOPMENT	
1	Keep Up-To-Date Professionally	3.2
2	Develop an Active Personal Philosophy of Education	3.2
3	Maintain Technical Competence in Area of Instruction	3.2
4	Serve Your Teaching Profession	2.9
5	Serve the School and Community	2.8
6	Provide Laboratory Experiences for Prospective Teachers	2.6
7	Plan the Student Teaching Experience	2.5
8	Supervise Student Teachers	2.5
	COORDINATION OF COOPERATIVE EDUCATION	
1	Enroll Students in a Co-op Program	3.3
2	Develop the Training Ability of On-The-Job Instruction	3.2

TABLE 11, cont. - Distributive Education Instructors

RANK	COMPETENCY	MEAN
3	Place Co-op Students on the Job	3.0
4	Coordinate On-The-Job Instruction	3.0
5	Evaluate Co-op Students On-The-Job Performance	3.0
6	Prepare for Students' Related Instruction	3.0
7	Establish Guidelines for Cooperative Vocational Program	2.9
8	Secure Training Stations for a Co-op Program	2.9
9	Manage the Attendance, Transfers and Terminations of Co-op Students	2.7
10	Supervise an Employer-Employee Appreciation Event	2.6
	SPECIAL NEEDS	
1	Accommodate Instructional Program for Students with Special Needs	3.4
2	Identify Entrance Criteria for Program	3.2
3	Develop Technical Students for Occupational Program	2.9
4	Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.2

TABLE 12 - Priority Ranking Based on Means of Responses in the Need for In-Service Training Category for Agricultural Education Instructors.

RANK	COMPETENCY	MEAN
	PROGRAM PLANNING, DEVELOPMENT AND EVALUATION	
1	Develop Long-Range Program Plans	3.0
2	Evaluate Your Vocational Program	2.9
3	Develop Program Goals and Objectives	2.7
4	Conduct an Occupational Analysis using Competency-Based Process	2.7
5	Develop a Course of Study	2.7
6	Conduct a Student Follow-Up Study	2.6
7	Maintain an Occupational Advisory Committee	2.5
8	Report the Findings of a Community Survey	2.2
9	Organize an Occupational Advisory Committee	2.1
10	Prepare for Community Survey	2.0
11	Conduct a Community Survey	2.0
	INSTRUCTIONAL PLANNING	
1	Prepare Teacher-Made Instructional Materials	3.2
2	Develop Lesson Plan for Non-Traditional Student	3.2
3	Select Student Instructional Materials	2.9
4	Develop Student Performance Objectives	2.7
5	Determine Needs and Interests of Students	2.6
6	Develop a Lesson Plan	2.6
7	Develop a Unit of Instruction	2.5
	INSTRUCTIONAL EXECUTION	
1	Present Information with Televised and Videotaped Materials	3.2
2	Provide Instruction for Slower and More Capable Learners	3.0

TABLE 12, cont. - Agricultural Education Instructors

RANK	COMPETENCY	MEAN
3	Prepare Bulletin Boards and Exhibits	2.9
4	Direct Students in Applying Problem-Solving Techniques	2.8
5	Use Subject Matter Experts to Present Information	2.7
6	Present Information with Overhead and Opaque Materials	2.7
7	Present Information with Filmstrips and Slides	2.7
8	Employ Programmed Instruction	2.7
9	Employ Simulation Techniques	2.6
10	Present an Illustrated Talk	2.6
11	Present Information with Models, Real Objects and Flannel Boards	2.6
12	Guide Student Study	2.5
13	Direct Student Laboratory Experience	2.5
14	Employ Reinforcement Techniques	2.5
15	Individualize Instruction	2.5
16	Employ the Team Teaching Approach	2.5
17	Present Information with the Chalkboard and Flip Chart	2.5
18	Direct Students in Instructing Other Students	2.4
19	Employ the Project Method	2.4
20	Introduce a Lesson	2.4
21	Demonstrate a Manipulative Skill	2.4
22	Demonstrate a Concept or Principle	2.4
23	Employ Oral Question Techniques	2.3
24	Present Information with Films	2.3
25	Direct Field Trips	2.2

TABLE 12, cont. - Agricultural Education Instructors

RANK	COMPETENCY	MEAN
26	Conduct Group Discussions, Panel Discussions and Symposiums	2.2
27	Employ Brainstorming, Buzz Group and Question Box Techniques	2.2
28	Summarize a Lesson	2.2
29	Present Information with Audio Recordings	2.2
	INSTRUCTIONAL EVALUATION	
1	Assess Student Performance: Knowledge	2.9
2	Assess Student Performance: Attitudes	2.9
3	Evaluate Your Instructional Effectiveness	2.9
4	Establish Student Performance Criteria	2.7
5	Assess Student Performance: Skills	2.7
6	Determine Student Grades	2.4
	INSTRUCTIONAL MANAGEMENT	
1	Assist Students in Developing Self-Discipline	3.3
2	Provide for the First Aid Needs of Students	3.1
3	Maintain an Instructional Resource File	3.0
4	Maintain a Record-Keeping System	2.9
5	Provide for Student Safety	2.9
6	Manage Your Budgeting and Reporting Responsibilities	2.8
7	Arrange for Improvement of Your Vocational Facilities	2.8
8	Project Instructional Resource Needs	2.7
9	Organize the Vocational Laboratory	2.6
10	Manage the Vocational Laboratory	2.6

TABLE 12, cont. - Agricultural Education Instructors

RANK	COMPETENCY	MEAN
	COUNSELING NEEDS FOR INSTRUCTORS	
1	Assist Students in Applying for Employment or Further Education	2.9
2	Confer with Parents to Meet Student Needs	2.9
3	Provide Information on Educational and Career Opportunities	2.8
4	Gather Student Data Using Formal Data-Collection Techniques	2.7
5	Use Conferences to Help Meet Student Needs	2.7
6	Gather Student Data Through Personal Contracts	2.5
	SCHOOL COMMUNITY RELATIONS	
1	Obtain Feedback About Your Vocational Program	3.1
2	Arrange for Television and Radio Presentations Concerning Your Vocational Program	3.0
3	Develop a School-Community Relations Plan for Your Vocational Program	2.9
4	Give Presentations to Promote Your Vocational Program	2.8
5	Develop Brochures to Promote Your Vocational Program	2.8
6	Prepare Displays to Promote Your Vocational Program	2.8
7	Conduct an Open House	2.8
8	Prepare News Releases and Articles Concerning Your Vocational Program	2.7
9	Work with Members of the Community	2.6
10	Work with National, State and Local Educators/Officials/Agencies	2.6

TABLE 12, cont. - Agricultural Education Instructors

RANK	COMPETENCY	MEAN
	STUDENT VOCATIONAL ORGANIZATION	
1	Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	3.2
2	Prepare Student Vocational Organization Members for Leadership Roles	3.0
3	Guide Participation to Student Vocational Organization Contests	3.0
4	Supervise Activities of the Student Vocational Organization	2.7
5	Establish a Student Vocational Organization	2.5
6	Develop a Personal Philosophy Concerning Student Vocational Organizations	2.4
	PROFESSIONAL ROLE AND DEVELOPMENT	
1	Keep Up-To-Date Professionally	3.2
2	Maintain Technical Competence in Area of Instruction	3.2
3	Supervise Student Teachers	3.0
4	Plan the Student Teaching Experience	2.9
5	Provide Laboratory Experiences for Prospective Teachers	2.7
6	Develop an Active Personal Philosophy of Education	2.6
7	Serve Your Teaching Profession	2.4
8	Serve the School and Community	2.4
	COORDINATION OF COOPERATIVE EDUCATION	
1	Secure Training Stations for a Co-op Program	3.2
2	Establish Guidelines for Cooperative Vocational Program	3.0
3	Place Co-op Students on the Job	3.0

TABLE 12, cont. - Agricultural Education Instructors

RANK	COMPETENCY	MEAN
4	Enroll Students in a Co-op Program	2.9
5	Develop the Training Ability of On-The-Job Instructors	2.9
6	Manage the Attendance, Transfers and Terminations of Co-op Students	2.8
7	Coordinate On-The-Job Instruction	2.8
8	Evaluate Co-op Students On-The-Job Performance	2.8
9	Prepare for Students' Related Instruction	2.8
10	Supervise an Employer-Employee Appreciation Event	2.8
	SPECIAL NEEDS	
1	Accommodate Instructional Program for Students with Special Needs	3.0
2	Identify Entrance Criteria for Program	2.9
3	Develop Technical Standards for Occupational Program	2.9
4	Establish Procedures for Assessing Sex Bias and Sex Stereotyping in Vocational Programs	2.4

APPENDIX A

University of Idaho
College of Education
Division of Vocational
Teacher Education
Moscow, Idaho/83843

Dear Vocational Educator:

The Division of Vocational Teacher Education at the University of Idaho is currently engaged in a funded project titled "Curriculum and In-Service Needs of Vocational Personnel in Idaho." The purpose of this project is to identify professional needs of vocational educators in our State.

In order to insure that materials and/or programs are developed and planned based on your perceived needs, we sincerely need your cooperation in completing the enclosed form. The actual completion should take very little time.

Please complete the form and return it in the stamped, addressed envelope within the week that you receive the form. All information you provide will be computer coded and treated confidentially. Under no circumstances will individual responses be reported, only total group responses.

If you would like to see the completed survey results, place your name and address on this letter and send it to the above address in a separate envelope. A summary will be mailed to you soon after July 15, 1980.

Thank you very much for your consideration of our request.

Very truly yours,

G. Cleve Taylor, Ph.D.
Project Director
Curriculum and In-Service Needs
of Vocational Personnel in Idaho

GCT/jrr

Enclosure

APPENDIX B

VOCATIONAL TEACHERS NEEDS ASSESSMENT

Instructions: On the pages which follow, you will find a list of competency statements which relate to your teaching duties as a vocational teacher. We are interested in finding out how you feel about these statements in relation to your job and your personal in-service training needs.

For each statement you will find three (3) sets of scales. The set of scales to the left is used for your perceived importance of the competency to your job. The set of scales in the middle is used to judge your self-assessment of the level of competence you have in the competency. The set of scales to the right is used to determine how you perceive your own need for in-service training that will insure your ability to perform the item.

You are to circle three (3) ratings (one rating for each set of scales beside every item). Please circle the appropriate ratings for every item. Do not leave out any item.

Please supply the following information by checking the appropriate response.

Is your program classified (check appropriate box):

T & I/Tech._____ Ind. Arts_____ Home Ec._____ D.E._____ Ag. Ed._____ Office Occupations_____

Do you teach Secondary_____ Post-secondary_____

What degree do you hold? None_____ Associate_____ Bachelor_____ Master's_____ Specialist's_____ Doctorate_____

What type of certificate do you hold? ____________________

Total number of years of occupational experience:_____ Total number of years of teaching experience:_____

	Importance to you in your job.					Extent of competence you think you have.					Your need for in-service training.				
	No Importance	Little Importance	Moderately Important	Very Important	High Importance	No Competence	Little Competence	Moderate Competence	High Competence	Exceptional Competence	No Need	Little Need	Moderate Need	High Need	Exceptional Need
PROGRAM PLANNING, DEVELOPMENT AND EVALUATION															
1. Prepare for a Community Survey	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Conduct a Community Survey	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Report the Findings of a Community Survey	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Organize an Occupational Advisory Committee	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Maintain an Occupational Advisory Committee	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Develop Program Goals and Objectives	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Conduct an Occupational Analysis using Competency-Based Process	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Develop a Course of Study	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Develop Long-Range Program Plans	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Conduct a Student Follow-Up Study	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Evaluate Your Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
INSTRUCTIONAL PLANNING															
12. Determine Needs and Interests of Students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Develop Student Performance Objectives	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Develop a Unit of Instruction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Develop a Lesson Plan	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Select Student Instructional Materials	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17. Prepare Teacher-Made Instructional Materials	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18. Develop Lesson Plan for Non-															

	Importance to you in your job.					Extent of competence you think you have.					Your need for in-service training.				
	No Importance	Little Importance	Moderately Important	Very Important	High Importance	No Competence	Little Competence	Moderate Competence	High Competence	Exceptional Competence	No Need	Little Need	Moderate Need	High Need	Exceptional Need
INSTRUCTIONAL EXECUTION															
19. Direct Field Trips	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20. Conduct Group Discussions, Panel Discussions and Symposiums	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21. Employ Brainstorming, Buzz Group and Question Box Techniques	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22. Direct Students in Instructing Other Students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23. Employ Simulation Techniques	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24. Guide Student Study	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
25. Direct Student Laboratory Experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
26. Direct Students in Applying Problem-Solving Techniques	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27. Employ the Project Method	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
28. Introduce a Lesson	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
29. Summarize a Lesson	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
30. Employ Oral Question Techniques	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31. Employ Reinforcement Techniques	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
32. Provide instruction for Slower and More Capable Learners	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
33. Present an Illustrated Talk	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
34. Demonstrate a Manipulative Skill	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
35. Demonstrate a Concept or Principle	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
36. Individualize Instruction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
37. Employ the Team Teaching Approach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
38. Use Subject Matter Experts to Present Information	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
39. Prepare Bulletin Boards and Exhibits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
40. Present Information with Models, Real Objects and Flannel Boards	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
41. Present Information with Overhead and Opaque Materials	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
42. Present Information with Filmstrips and Slides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
43. Present Information with Films	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
44. Present Information with Audio Recordings	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
45. Present Information with Televised and Videotaped Materials	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
46. Employ Programmed Instruction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
47. Present Information with the Chalkboard and Flip Chart	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
INSTRUCTIONAL EVALUATION															
48. Establish Student Performance Criteria	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
49. Assess Student Performance: Knowledge	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
50. Assess Student Performance: Attitudes	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
51. Assess Student Performance: Skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	Importance to you in your job.					Extent of competence you think you have.					Your need for in-service training.				
	No Importance	Little Importance	Moderately Important	Very Important	High Importance	No Competence	Little Competence	Moderate Competence	High Competence	Exceptional Competence	No Need	Little Need	Moderate Need	High Need	[illegible]
52. Determine Student Grades	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
53. Evaluate Your Instructional Effectiveness	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
INSTRUCTIONAL MANAGEMENT															
54. Project Instructional Resource Needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
55. Manage Your Budgeting and Reporting Responsibilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
56. Arrange for Improvement of Your Vocational Facilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
57. Maintain a Record-Keeping System	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
58. Provide for Student Safety	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
59. Provide for the First Aid Needs of Students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
60. Assist Students in Developing Self-Discipline	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
61. Organize the Vocational Laboratory	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
62. Manage the Vocational Laboratory	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
63. Maintain an Instructional Resource File	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
COUNSELING NEEDS FOR INSTRUCTORS															
64. Gather Student Data Using Formal Data-Collection Techniques	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
65. Gather Student Data Through Personal Contacts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
66. Use Conferences to Help Meet Student Needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
67. Provide Information on Educational and Career Opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
68. Assist Students in Applying for Employment or Further Education	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
69. Confer with Parents to Meet Student Needs															
SCHOOL COMMUNITY RELATIONS															
70. Develop a School-Community Relations Plan for Your Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
71. Give Presentations to Promote Your Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
72. Develop Brochures to Promote Your Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
73. Prepare Displays to Promote Your Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
74. Prepare News Releases and Articles Concerning Your Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
75. Arrange for Television and Radio Presentations Concerning Your Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
76. Conduct an Open House	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
77. Work with Members of the Community	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
78. Work with National, State and Local Educators/Officials/Agencies	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
79. Obtain Feedback About Your Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	Importance to you in your job.					Extent of competence you think you have.					Your need for in-service training.				
	No Importance	Little Importance	Moderately Important	Very Important	High Importance	No Competence	Little Competence	Moderate Competence	High Competence	Exceptional Competence	No Need	Little Need	Moderate Need	High Need	Exceptional Need
STUDENT VOCATIONAL ORGANIZATION															
80. Develop a Personal Philosophy Concerning Student Vocational Organizations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
81. Establish a Student Vocational Organization	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
82. Prepare Student Vocational Organization Members for Leadership Roles	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
83. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
84. Supervise Activities of the Student Vocational Organization	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
85. Guide Participation to Student Vocational Organization Contests	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
PROFESSIONAL ROLE AND DEVELOPMENT															
86. Keep Up-To-Date Professionally	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
87. Serve Your Teaching Profession	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
88. Develop an Active Personal Philosophy of Education	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
89. Serve the School and Community	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
90. Provide Laboratory Experiences for Prospective Teachers	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
91. Plan the Student Teaching Experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
92. Supervise Student Teachers	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
93. Maintain Technical Competence in Area of Instruction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
COORDINATION OF COOPERATIVE EDUCATION															
94. Establish Guidelines for Cooperative Vocational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
95. Manage the Attendance, Transfers and Terminations of Co-op Students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
96. Enroll Students in a Co-op Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
97. Secure Training Stations for a Co-op Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
98. Place Co-op Students on the Job	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
99. Develop the Training Ability of On-the-Job Instructors	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
100. Coordinate On-the-Job Instruction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
101. Evaluate Co-op Students On-the-Job Performance	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
102. Prepare for Students' Related Instruction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
103. Supervise an Employer-Employee Appreciation Event	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

SPECIAL NEEDS	Importance to you in your job.					Extent of competence you think you have.					Your need for in-service training.				
	No Importance	Little Importance	Moderately Important	Very Important	High Importance	No Competence	Little Competence	Moderate Competence	High Competence	Exceptional Competence	No Need	Little Need	Moderate Need	High Need	Exceptional Need
104. Identify Entrance Criteria for Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
105. Develop Technical Standards for Occupational Program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	[illegible]
106. Accommodate Instructional Program for Students with Special Needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
107. Establish Procedures for Assessing Sex Bias and Sex Stereotyping in in Vocational Programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

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